ADAMS 14

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Department of Language, Culture and Equity

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INTRODUCTION

District Context

Adams County School District 14 serves the community of Commerce City and parts of unincorporated Adams County. The district is located just north of downtown Denver within the community of Commerce City, which is most noted for its rich mix of cultures, heritage, history and traditions. Adams 14 School District serves the 33,000-resident community that caters to the historic neighborhoods in the community.

CDE 2018/19 Pupil Membership Data:

Pk-12	GT	Sped	Online	EL (including M1 & M2)	Homeless	504	Immigrant	Migrant
7060	327	792	64	3199	345	83	164	36

2019 English Language Learner Student Numbers

School	Total ELLs*	NEP	LEP	Monitor
ACHS	959	103	354	201
LAHS	97	14	51	8
ACMS	469	48	255	52
KMS	480	43	215	113
Alsup	235	76	144	7
Central	230	85	113	26
Dupont	327	119	146	24
Hanson	173	84	102	20
Kemp	258	75	131	47
Monaco	154	42	102	41
Rose Hill	187	63	117	7
DISTRICT TOTAL	3,569	752	1730	546

**Total ELLs includes NEP, LEP, M1, M2, E1, E2,* District Enrollment 6,951
(District enrollment includes Preschool, ELL number does not include Preschool)

The figures on the following pages show the demographics of the neighborhoods around the schools in Adams 14 according to the Adams County Manager's Office. The demographic information for the neighborhoods around Monaco and Dupont are in *Figure 1*. The demographic information for the neighborhoods around Alsup, Kemp and Hanson are in *Figure 2*. The demographic information for the neighborhoods around Central and Rose Hill are in *Figure 3*.

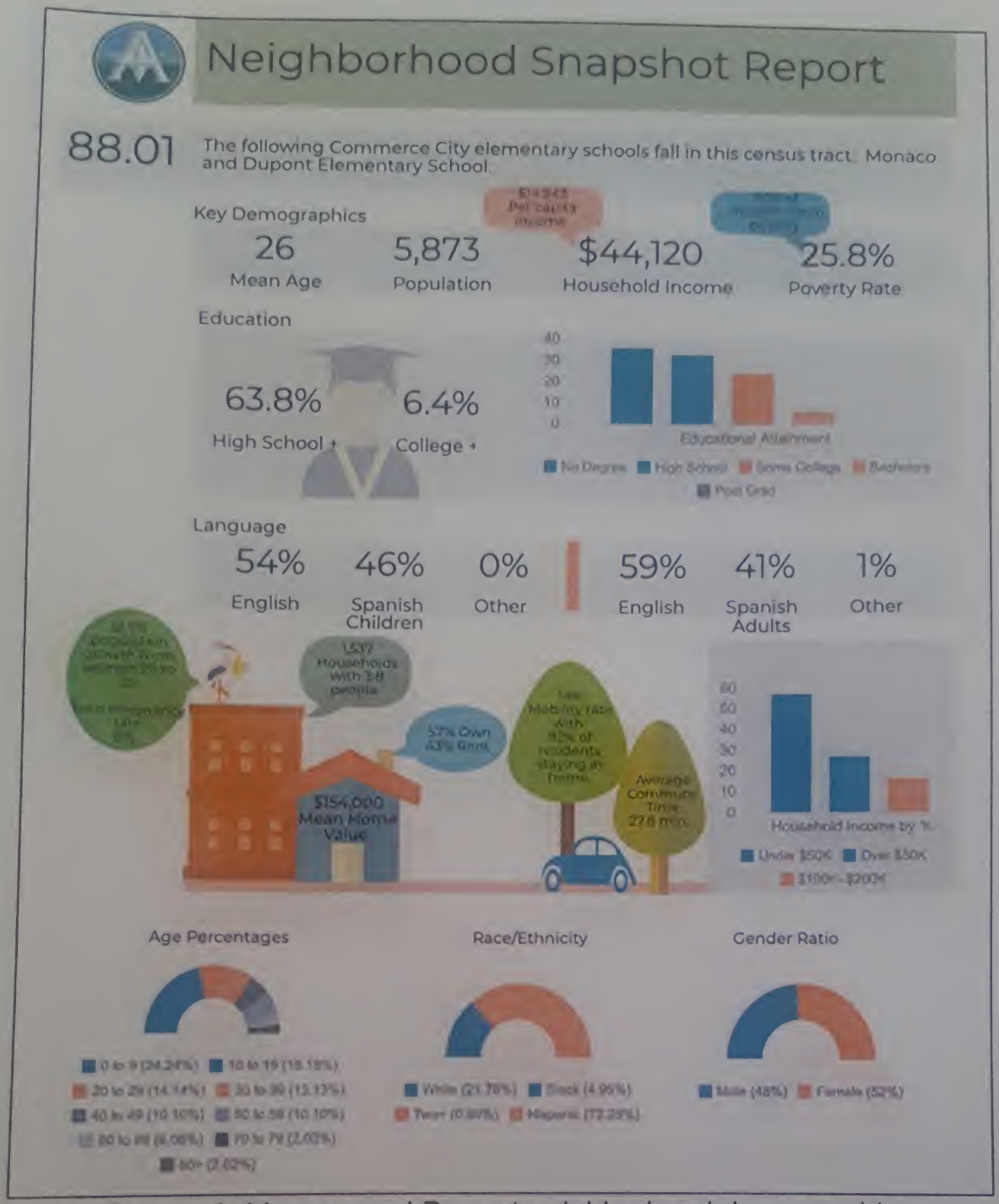


Figure 1. Monaco and Dupont neighborhood demographics.

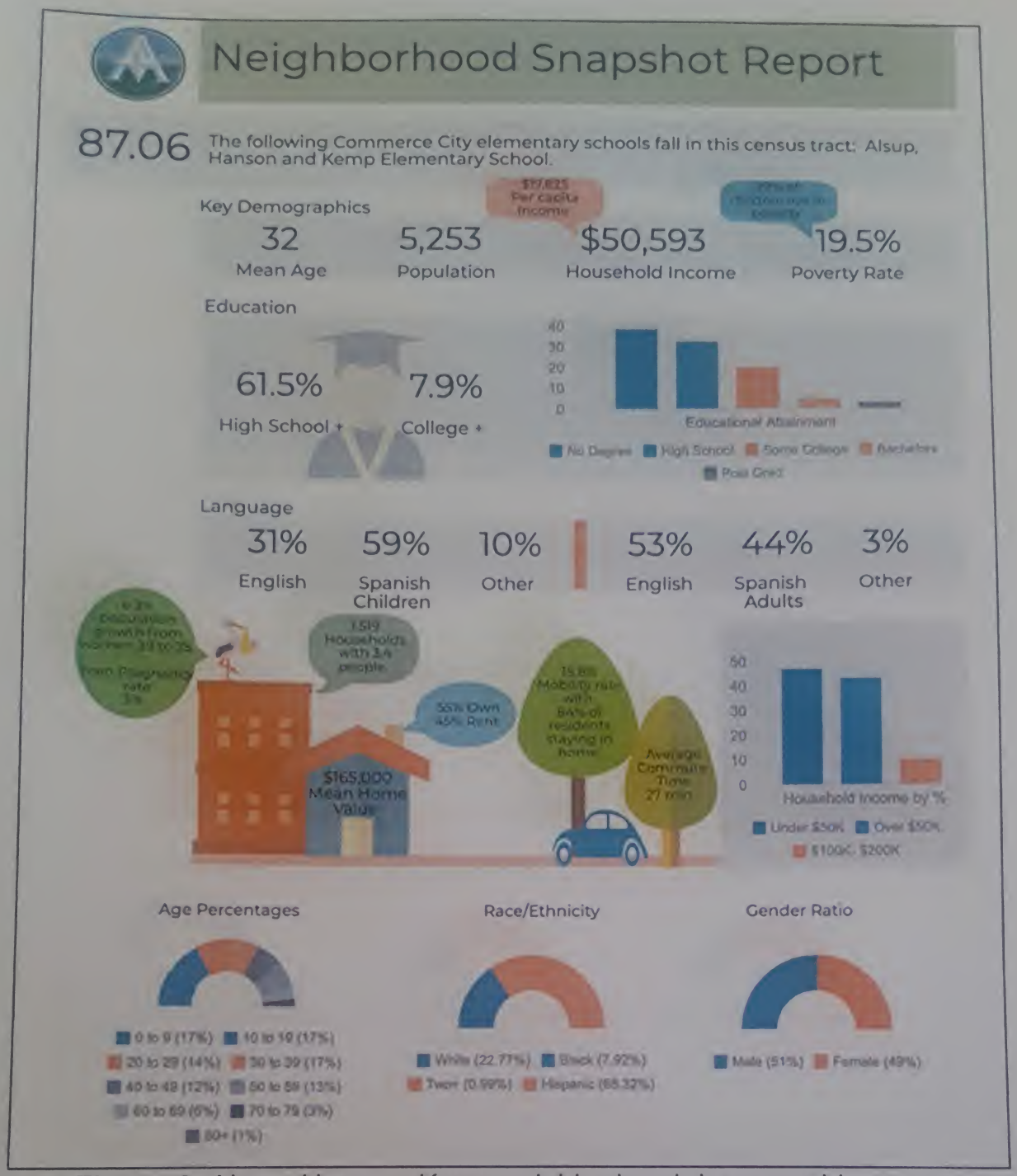


Figure 2. Alsup, Hanson, Kemp neighborhood demographics.

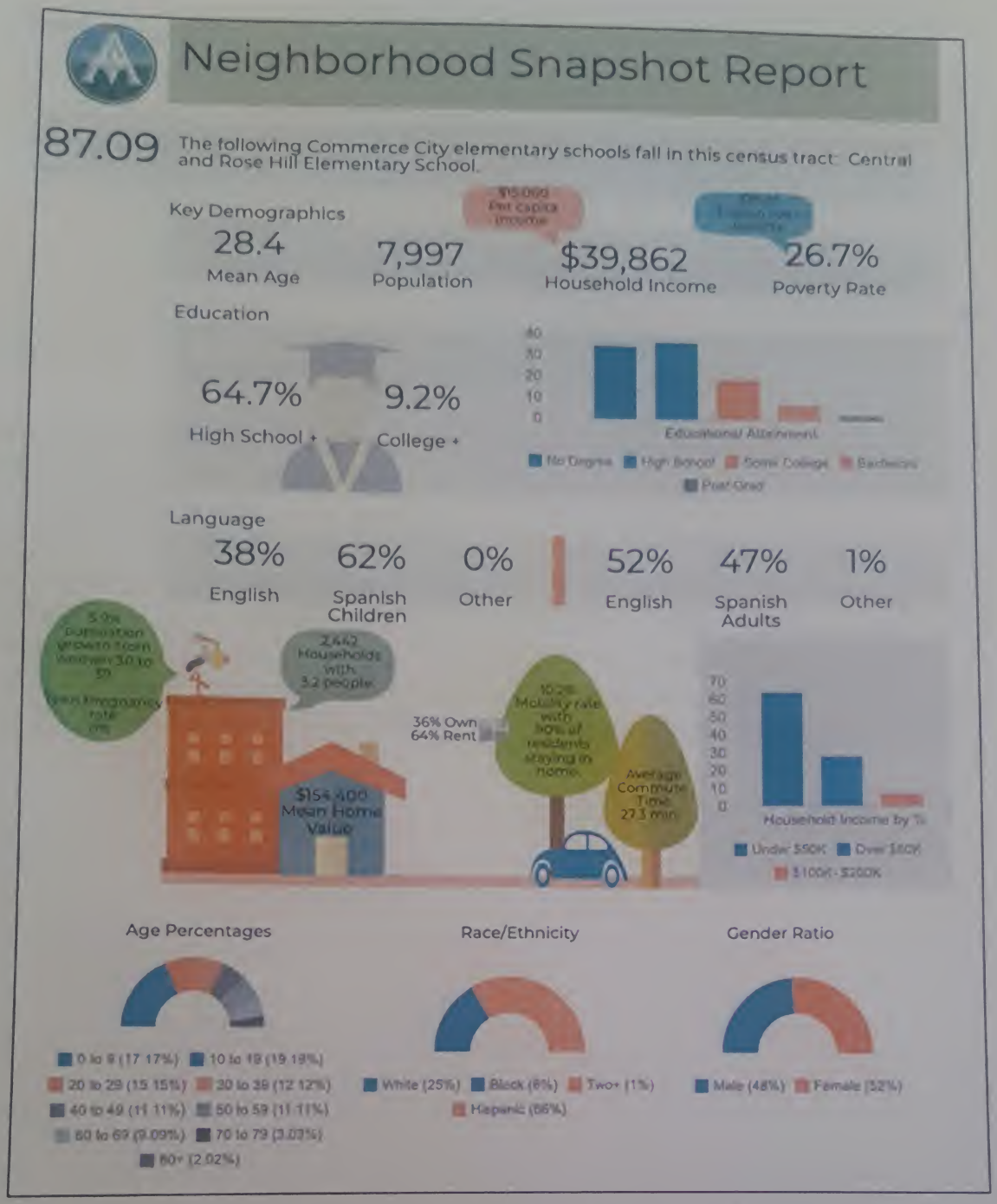


Figure 3. Central and Rose Hill neighborhood demographics

Acknowledgements

We are grateful for the partnership that has developed between parents and educators to develop this plan. The district has received feedback on this plan from the following groups: teachers, parents, school principals, district administrators.

Assurance of Compliance

Adams 14 is committed to ensuring that all students have access to a world-class education. Following the expectations outlined in Castaneda v. Pickard (1978), Adams 14 regularly evaluates the implementation of its ELL program to determine the fidelity of implementation, the needs of students, and program effectiveness.

Adams 14 is committed to ensuring that all students "can meaningfully participate in their educational programs and services" (U.S. Department of Justice, Civil Rights Division & U.S. Department of Education, Office for Civil Rights. 2015, p. 1). We are also committed to ensuring that we meet the requirements of Title III as quoted in the U.S. Department of Justice, Civil Rights Division & U.S. Department of Education, Office for Civil Rights guidance referred to as the *Dear Colleague Letter, "in order to improve the education of EL students so that they learn English and meet challenging state academic content and achievement standards" (p. 2).* In this same manner, we "strive to provide EL students and LEP parents access to [our] instructional programs" (p. 2).

ADAMS 14 ENGLISH LANGUAGE DEVELOPMENT EDUCATION APPROACH

Educational Theory and Approach

Adams 14 believes

- Multilingual Learners learn at different rates.
- Native language is a resource to support proficiency in native language and English.
- Multilingual Learners will be proficient in English and graduate as college and career ready.

Educational Goals

The district has set high goals for our multilingual learners:

1. Students will attain English language proficiency within six years following the language acquisition trajectory provided by the Colorado Department of Education:

Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 year	6-year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 years	
Level 3 increasing to Level 4+	3 years	
Level 4 staying at Level 4+	1 year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 year	

2. Students will demonstrate mastery of subject matter that is equivalent to that of their never-EL peers.

3. Students will maintain their Heritage Language.

IDENTIFICATION PROCESS

Consistent with federal and state requirements, Adams 14 has adopted a four-step process for student program placement, as noted in the following information. An overview of the process can be found in Appendix A.

Procedures, Personnel and Timeframe

Step 1: Identification and Home Language Survey (HLS)

Local educational agencies (LEAs) must identify students who may be in need of language assistance services in a timely manner. Therefore, a Home Language Survey (HLS) in their preferred language must be completed for all students at the time of registration, as required by state law.

Upon completion of a Home Language Survey, a requirement of the Colorado Department of Education: "The district must ensure that all students have a completed home language survey on file (including monolingual English speakers)" (CDE p. 18). The purpose of the Home Language Survey is to identify possible language influences other than English. The district will keep a record of each HLS throughout the students' experience in Adams 14.

- If the answer to each question is "English," the child is classified as English Only (EO).
- If any question on this survey is answered with a language other than English, the child is identified as Primary or Home Language Other than English (PHLOTE) and moves to the next phase of the process in order to be tested for English proficiency.

The staff will create a welcoming environment in the school and explain in the parent's native language the purpose of the Home Language Survey and the services their child may be entitled to receive. Schools will review the HLS with families when their registration materials are reviewed, or in the case of kindergarten, when students attend kindergarten readiness assessments at the beginning of the year.

Parents will be provided with interpretation services as needed. Family Liaisons at each school are Spanish speaking and are trained yearly by the district Translation and Interpretation office in best practices for interpretation. All school secretaries are trained yearly in our interpretation and translation practices by the district Translation and Interpretation office. If families speak a language other than English or Spanish, staff will go through the district translator to schedule an interpreter or translator contracted by the district for that specific language.

Step 2: Assessment of Students for Language Programming

State policy requires students identified as PHLOTE to complete an English language proficiency screener within 30 calendar days of their enrollment if at the beginning of the school year, and 14 calendar days throughout the remainder of the year. The English language proficiency assessments used for placement are the W-APT for students in kindergarten and first semester grade one, and the WIDA Screener for students in second semester grade one through grade twelve. WIDA screening assessments are administered, scored and processed by a certified employee that is endorsed in Culturally and Linguistically Diverse Education by the state of Colorado. This employee is trained annually jointly by the CLDE department and the Assessment department.

Step 3: Program and Language Assistance Placement

Once the assessments have been given and scored, a certified CLDE staff member will determine proficiency level and recommend the most appropriate ELD class for the student using cut score guidelines from the CDE (see appendix E) along with a body of evidence (BOE). An overview of what counts as a BOE is provided in the chart below. For students in kindergarten, CLD coaches and teacher leaders will also look at pre-literacy data garnered during kindergarten readiness as a part of the student's BOE. Certified CLDE staff members have 14 school days to collect and review a Body of Evidence and make the identification decision. W-APT and WIDA Screener results are recorded on the Placement Profile form (see Appendices C and D) by a certified CLDE staff member.

Examples of Body of Evidence

Language Proficiency	Grade Level Academic Content Proficiency
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics ** ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.*

Figure 4. Body of Evidence guidance from the Colorado Department of Education.

If the student's BOE is not aligned with the language screener results, BOE and assessment are escalated to the CLDE office where the CLDE coordinators will make the identification based on an evaluation of the BOE.

Classification Criteria

To identify the most appropriate ELD classroom setting, the placement results and previous academic status, if available, are reviewed. On the basis of the WIDA Screener/W-APT, students are classified as:

- Non-English Proficient 1 (NEP1): WIDA 1.0-1.7
- Non-English Proficient 2 (NEP2): WIDA 1.8-2.4
- Limited English Proficient 3 (LEP3): WIDA-2.5-3.2
- Limited English Proficient 4 (LEP4): WIDA-3.3-3.9
- Fluent English Proficient 5 (FEP5) WIDA-4.0-4.9
- Fluent English Proficient 6 (FEP6) WIDA-5.0-6
- *FELL* (Former English Language Learner)
- *PHLOTE* (Primary Home Language other than English)

English proficiency-upon-entry categories

If the student's screener score is 4.0 Overall or above with 4.0 Literacy or above for Screener, or 30 for Listening/Speaking and greater than 13 reading and 16 writing for W-APT, the student may be identified as:

- Former English Language Learner (*FELL*) Indicates that the student is new to the district, has a language background other than English, the W-APT/Screener shows proficiency in English and the student has received ELL services in another district.

- Primary Home Language other than English (*PHLOTE*) Indicates that the student is new to the district, has a language background other than English, the W-APT/Screener shows proficiency.

Both the Placement Profile and Home Language Survey (HLS) are submitted to the Education Program Support Specialist for entry of data into Infinite Campus (the district student information system). Each level of support is flagged and indicated in Infinite Campus so that stakeholders have a clear understanding of the support being implemented for each multilingual learner. The specific steps for identification and placement can be found in Appendix E.

Step 4: Parent Notification of Language Services

Upon completion of assessment and placement, parents are notified of the results and given a letter that describes the ELD program and its benefits. The letter is

mailed to families in their home language of preference. Parent notification is sent from the district office upon the receipt of the HLS and Placement Profile. Notification is mailed via USPS – see Appendix O.

Written notification includes:

- The reasons for the identification of the student as needing English instruction.
- Student's level of English proficiency and status of academic achievement if applicable.
- How the English language instruction program will help the student acquire English, as well as the specific exit criteria for the program.

If the parent notification form is not currently available in the family's home language, the CLDE department will translate the form and mail it via USPS in both English and the native language of the parent no later than 30 days from the date of enrollment.

Documentation

Adams 14 uses *Infinite Campus*, a student information system, to house all district student information, including data for multilingual learners, grades, test results, and program placement. Student data housed in Infinite Campus include:

- Home Language Survey results
- Language screener results (W-APT and WIDA Screener),
- State assessments
- Local assessments (STAR, DIBELS, IDEL)
- Language proficiency results (ACCESS)
- Student language level history
- Student enrollment history
- Student course schedule and teachers
- Student gradebook
- Assessment accommodations

In addition to the Infinite Campus student information system, Adams 14 will transition to compile ELL student documentation in the web-based software, Enrich, a data management tool created by Frontline Education. The new HLS form, assessment results, and student placement will be recorded in Enrich by a CLDE endorsed certified staff member. Adams 14 uses this database to store information for Read Plans, Special Education IEPs, as well as Gifted and Talented data. The system populates information from student records in Infinite Campus; the following documentation will be stored in Enrich:

- ELL program placement documentation
- ELL redesignation documentation
- ELL monitoring documentation

Assessment

State regulations require students identified as PHLOTE to complete an English language proficiency assessment within 30 calendar days of their enrollment at the beginning of the school year and within 14 calendar days throughout the remainder of the school year. The English language proficiency assessments used to determine initial language services in Colorado are the WIDA W-APT Kindergarten for students in kindergarten and first semester grade one, and WIDA Screener for students who are second semester grade one or above. The results of the WIDA Screener/W-APT are used to identify the most appropriate ELD classroom setting using cut score guidance from the CDE in the placement flowchart (see Appendix E) along with a Body of Evidence. Every year, Adams 14 provides training for site assessment to principals, ELD teachers, teacher leaders and coaches in order to ensure students are appropriately and accurately placed. Adams 14 also cross-references student historical language status using the CDE Data Pipeline to confirm correct language identification. In addition, Adams 14 ELD coaches are very active in checking placement forms and ensuring a common understanding of the placement process.

WIDA Screener and W-APT scores are recorded on the Placement Profile form. Both the Placement Profile and Home Language Survey (HLS) are submitted to the CLDE department for entry of data into Infinite Campus, where students' level of service is identified and described.

Procedures, Personnel, and Timeframes for Assessment and Placement:

Who is assessed	Instrument	What is measured	When given	Who administers
Grades 1(semester 2)-12 PHLOTE students	WIDA Screener	Determines students' English language proficiency in reading, writing, listening, and speaking	30 calendar days (beginning of year) 14 calendar days (during the school year)	CLDE-endorsed Site Assessment Leaders (SAL)* CLDE-endorsed Instructional Coaches
Kinder and 1st grade semester 1 PHLOTE students	W-APT	Determines students' English language proficiency in listening and speaking 1st semester; all domains 2nd semester	30 calendar days (beginning of year) 14 calendar days (remainder of the school year)	Site Assessment Leaders (SAL)* CLDE-endorsed Instructional Coaches
Kinder PHLOTE students with primary home language of Spanish	Pre-LAS	Determines students' proficiency in oral language and pre-reading and pre-writing skills in Spanish	Upon enrollment; during annual Kindergarten screening	CLDE-endorsed Site Assessment Leaders (SAL)* CLDE-endorsed Instructional Coaches Bilingual teachers

NEP 1 - LEP4	ACCESS	Determines students' English language proficiency in reading, writing, listening, and speaking	Once a year in January through February	CLDE-endorsed Site Assessment Leaders (SAL)* CLDE-endorsed Instructional Coaches ELD teachers
Monitor Year 1 and Monitor Year 2	Body of Evidence	Determines student progress and success outside of ELL programming	Body of evidence (p. 9) is collected throughout the school year. In March, school teams determine a students' success.	CLDE-endorsed Instructional Coaches ELD teaches Classroom teachers School Administrators

*Site Assessment Leaders (SAL) are trained yearly in the administration of assessments.

ENGLISH LANGUAGE LEARNER (ELL) SERVICES

The district has developed a comprehensive set of programs and supports to meet the following goals of the district:

- Students will reach English proficiency within six years
- Students will demonstrate content mastery at the same level as their never-EL peers.
- Students will maintain native language.

The district offers a variety of services to support English language learners. All Multi-language learners receive a dedicated ELD block, as well as language support in general education courses. The Council of Great City Schools provided guidance to schools on supporting language learning and acquisition throughout the school day. They recommend a dedicated ELD block in addition to strategies to support language embedded in the core curriculum to encourage student language acquisition and their development of content knowledge. The district expects the direct support of English learning in English Language Development (ELD) courses. The ELD courses explicitly teach language functions and forms. In ELD classes, students are grouped according to their WIDA language level. In addition to the designated ELD course, the district expects language instruction to be integrated throughout the school day in all of the core and elective classes. Lily Wong-Fillmore's (2015) research indicates that multi-language learners need access to rigorous, real-world texts and language throughout their day. This access to rigorous language supports acquisition and learning of English. Additionally, the district hopes to maintain native language and student culture by supporting Bilingualism. Translanguaging is a strategy used in all schools. Translanguaging is a philosophical belief with pedagogical practices that provide opportunities for students to use both of their languages to support learning. "The most important language practice of bilinguals now and especially in the future is their ability to use language fluidly, to translanguage in order to make meaning beyond one or two languages. Translanguaging builds the flexibility in language practices that would make students want to try out other language practices, increasing the possibilities of becoming multilingual." (Celic, C., Seltzer. Kate, 2012).

The district has four elementary focus schools that are offering a bilingual pilot program in kindergarten and first grades for the 2019-2020 school year. The goal of the Kindergarten and First Grade Pilot program is to provide literacy and content development in Spanish for students who have Spanish spoken at home.
In addition to literacy and content in Spanish, students identified as a NEP 1, NEP 2, LEP 3, and LEP 4 are provided a minimum of 45 minutes direct and explicit ELD instruction each day.

In addition to these program models, the district has an approach referred to as "biliteracy." This approach to literacy focuses on Spanish Literacy for two hours during the school day for students in second and third grade. In the 2020-2021 school year, the Biliteracy approach will be replaced by the Bilingual programming.

Adams 14 provides professional development around both the new pilot bilingual programming and the existing biliteracy program with both in-district training and outside learning opportunities. Refer to the Staffing and Resources and Program Evaluation sections of this document (pg. 33)

Overview of K-12 ELL Programming

Student grade-level	Student language level	Language Program	Time	Personnel	Language Program Goals
K-5	NEP 1-NEP 4	English Language Development (ELD)	45 minutes	CLDE Endorsed Teacher Teacher trained in Systematic ELD	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence
K-1	NEP 1-LEP 4	English Language Development (ELD) Kindergarten Bilingual Maintenance Model	45 minutes of ELD 80% of the day in Spanish 20% in English	CLDE Endorsed teacher with Bilingual Proficiency on K-5 Teaching license Bilingual CLDE Endorsement on K-5 teaching license	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence Students will attain grade-level literacy benchmarks according to DIBELS and/ or IDEL.
6-12	NEP 1	English Language Development (ELD) Extended time with CLDE instructor to support social and academic language	90 minutes	CLDE Endorsed teacher	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence
6-12	NEP 2-LEP 4	English Language Development (ELD)	45 minutes	CLDE Endorsed teacher	Students will make adequate yearly progress and attain Language proficiency as measured by WIDA ACCESS and a body of evidence

Elementary ELL Programming Pathways

Adams 14 Elementary schools provide a robust offering to support student acquisition of language. As noted in the table below, language support is offered through the general education classroom and through the ELD block in all elementary schools. In addition, parents have the option to choose Bilingual programming in one of the four elementary schools offering the program.

General Education	ELD Programming	Bilingual Programming
Description: In Adams 14, all general education teachers have been trained in sheltering and scaffolding strategies (see below) to support all ELL students in grade-level content classes. These sheltered approaches are good practice for all learners. These strategies ensure content is comprehensible to all language learners.	**Description:** In Adams 14, all NEP and LEP students are scheduled in an ELL class to support their language learning regardless of program placement. This program works in tandem with general education and/or bilingual programming. These classes specifically support speaking, reading, writing and listening to ensure students meet WIDA language standards. The goal of this program is that all students acquire English.	**Description:** In Adams 14, Spanish speaking language learners have access to bilingual programming. Beginning in kindergarten, students spend 80% of the day learning content in Spanish and the other 20% in English instruction. In first-grade students will spend 70% of their academic day using the Spanish language and 30% using English. By third grade, students are spending 50% of their academic day in English and 50% in Spanish. By fourth and fifth grade, students are spending 60% of their academic day in English and 40% in Spanish. The goal of the program is to ensure Colorado Academic Standards are comprehensible, and that students increase English fluency and maintain their heritage language. During the 2021-2022 school year, the biliteracy approach will be replaced by the K-5 Bilingual program in all grades in participating schools. The Bilingual program is an enhancement of the Biliteracy approach that the district adopted in 2015 and builds on the foundational strategies of the Spanish literacy block.

Research: Wong-Fillmore, L. & Fillmore, C. (2015). Wong Fillmore, L. and Snow, C. E. (2000). Krashen, S. D. (1991). Garcia, O. & Wei, L. (2014) "Sheltered Content courses can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs" (CDE Guidebook p. 37).	**Research:** Saunders, W. and Goldenberg, C. (2010). Dutro, S. and Moran, C. (2003). Dutro, S. and Helman, L. (2009). Echevarria, J., Vogt, M., & Short, D. (2008). "Develop students' English language in reading, writing, listening and speaking. Schools group students based on language proficiency and their academic needs" (CDE Guidebook, p. 38).	**Research:** Beeman, K. & Urow, C., (2012). Slavin, R. E., Madden, N., Calderon, M., Chamberlain, A., Hennessy, M. (2011). Barrow, L. & Markman-Pithers, L. (2016). "The goal is to develop bilingualism in ELs. The late exit model utilizes native language for instruction and gradually introduces English, transitioning the language of instruction to English as English language skills develop (CDE Guidebook, p 35).
Curriculum: General Education Curriculum, per Adams 14. **Methodology:** E.L. Achieve Constructing Meaning	**Curriculum:** E. L. Achieve Systematic ELD **Methodology:** E.L. Achieve Constructing Meaning	**Curriculum and Resources:** Maravillas & Wonders Estrellita Eureka Math (Spanish) Esperanza E. L. Achieve Systematic ELD
Professional Development: The purpose of this training is to provide teachers with the skills necessary to ensure academic content is comprehensible to all language learners. Examples: • District Academic Language—professional development with a focus on sentence frames and structured student talk. The district is providing Monthly school-based PD around academic language. The PD is followed up with coach	**Professional Development:** The purpose of this training is to provide teachers with the skills necessary to effectively support English acquisition of all ELLs. The district will provide ongoing PD for direct instruction of language using scaffolding and sheltering techniques to support comprehensible input and expressive production. Examples: Systematic ELD District PD • Systematic ELD Embedded Coaching by district coaches to support implementation of framework (planning, modeling, feedback,	**Professional Development:** The purpose of this training is to provide teachers with the skills necessary to ensure that Colorado Academic Standards are comprehensible, and that students increase English fluency and maintain their heritage (Spanish) language. Examples: • CAL Training—Bilingual principles, understanding standards, defining best practices in literacy instruction, culminating in unit planning. • Continued collaborative teacher planning days to

and principal feedback. • WIDA Purposeful Planning session in collaboration with the CLDE department of CDE to upper elementary teachers. • ELD Coaching to support scaffolding and sheltering of content in collaboration with school leadership. Coaches are in schools at least two days a week. • Embedded professional development by coaches and coordinators based on school & teacher need. • The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant, Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • Adams 14 teachers have the opportunity to attend district provided Constructing Meaning (EL Achieve) professional development (5 session course).	reflection) will occur one-on-one or in small group professional development at the school level on a weekly basis. • All teachers teaching in the ELD block must be endorsed in CLDE by the state of Colorado. Teachers have two years to attain the endorsement. • The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant, Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • All CLDE coaches must possess a CLDE endorsement from the state of Colorado. • All elementary teachers will complete Systematic ELD framework training as interim emergency measures, e.g., induction professional development for new teachers and recursive professional development for experienced teachers.	check in with instructional success and needs. • Bilingual coaching provided by district Bilingual coach focused on implementation of language allocation guidelines, planning, modeling, feedback, and reflection. • Professional Learning Communities of Bilingual educators to examine student data and plan for instruction • Regis University courses in CLDE All teachers teaching in the Bilingual program must: • Hold a CLDE, LD or Bilingual endorsement from the state of Colorado. Teachers have two years to attain the endorsement. The district has a partnership with Regis University courses in CLDE. Along with the TEACH Grant Adams 14 pays for 4 of the 7 courses offered for the Regis CLDE Endorsement. • Demonstrate proficiency in academic Spanish. This can be demonstrated through a Bilingual CLDE endorsement or a CLDE endorsement and another assessment demonstrating Spanish proficiency.

Professional Development for School Principals: • All Adams 14 principals have the opportunity to take Regis University courses in CLDE. • Embedded professional development by coaches and coordinators based on school and principal need.	**Professional Development for School Principals:** • District Academic Language— professional development with a focus on sentence frames and structured student talk. The district is providing Monthly school-based PD around academic language. • ELD Coaching to support scaffolding and sheltering of content in collaboration with school leadership. Coaches are in schools at least two days a week and Coordinators are in schools frequently to support data analysis and data teams as schools implement and adjust ELD instruction.	**Professional Development for School Principals:** • "Introduction to Bilingual Programming" is offered to all building principals with pilot programming. • Principals are invited to all curriculum and intervention training • Principals are invited to attend bilingual coach and teacher professional learning.
Identification & Placement • Register at school • Complete Home Language Survey (HLS) • Assess proficiency using W-APT or Screener • All students are placed in ELD and either Spanish or English instruction with support		
Parent Notification Parents are given placement information and an overview of services in their language of preference.		

Focused Actions	Focused Actions	Focused Actions
SY - 19/20 - Using observation data to monitor comprehensible input using the strategies of sentence frames and structured student talk. **SY - 20/21** - Teachers provide comprehensible input and define strategies to support native language in all content areas, employing the theories of Translanguaging.* *** For more details about Translanguaging research and practice please see: http://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf	**SY - 19/20 -** Support all teachers in continued implementation of Systematic ELD	**SY - 19/20 -** Implement Pilot K-1 bilingual programming at four sites: Central, Dupont, Hanson, Kemp **Potential SY - 20/21 -** Add and develop gr. 2, 3 bilingual programming at initial four sites **Potential SY - 21/22 -** Add and develop gr. 4, 5 bilingual programming at initial four sites; Explore creation of an Adams 14 dual language model and magnet school site.

Description of ELD Classes

ELD class in Adams 14 is a dedicated time in which MLLs are strategically grouped together to focus on the critical language they need to work on grade level learning in English. This language is critical to their academic success and is typically language that their native English-speaking peers already know and use. Adams 14 has created English Language Development (ELD) classes and services based on recognized best practices: "Current research strongly suggests that a more comprehensive model is needed. The literature makes clear that explicit instruction in English and how it works – vocabulary, word usage, grammatical features, and syntactical structures – must be included (Saunders, Foorman, & Carlson, 2006; Olsen, 2010; Coleman & Goldenberg, 2012; Dutro & Moran, 2003).

The Adams 14 program model (grades K-12) for ELD requires that all students who are NEP or LEP receive daily explicit and focused language instruction in English for a minimum of 45 minutes per day. Dedicated ELD provides explicit instruction in how the English language works, the forms and structures of English (morphology, vocabulary, syntax, conventions, functions, registers), as well as the language students need to participate in academic discourse and conversational language. Students are placed into classes based on their language proficiency level with the option of regrouping across grade level bands (2/3, 4/5, 6/8, or 9/12). Language instruction does not mix groups of English learners with native English speakers. ELD is a distinct content area that emphasizes language to drive instruction and relevant content as the vehicle; language instruction is in the foreground with content being in the background. The district provides thematic units from EL Achieve to use within our Systematic ELD Framework of Instruction for grades K-5 and National Geographic resources for 6-12.

Both elementary and secondary levels utilize the Systematic ELD framework or the Vision of Explicit Instruction. The purpose of explicit language instruction is to backward map from a meaningful cognitive task to identify the language students need to complete it. This includes attention to automaticity and accuracy of comprehension (listening and reading) and production (speaking and writing) tasks, the demands of audience, task, purpose, and discipline (discourse style and register), and exploring language choices and the development of metacognitive awareness.

ELD Program Curriculum

Grade-Level	Language Level	Curriculum/Instructional Materials Supports
K-5	NEP 1- LEP 4	Systematic ELD Framework and Instructional Units
6-8	NEP 2 - LEP 4	National Geographic/Cengage Inside
6-8	NEP 1	Inside the US & National Geographic/Cengage Inside
9-12	NEP 1	Inside the US & National Geographic/Cengage Edge
9-12	LEP 2 - LEP 4	National Geographic/Cengage Edge

Overview of Effective ELD Instruction (Effective vs. Ineffective)

What Effective ELD Instruction Is	What Effective ELD Instruction Isn't
A content area supplemental to content area instruction. Supportive of achievement in other content areas by teaching students the language skills they will need to utilize in order to engage meaningfully across all disciplines.	A remediation class focused on content not mastered.
A scheduled, dedicated 45-minute period for ELLs in which students are grouped by proficiency level.	An unstructured period of time for ELLS in which proficiency levels are mixed within an inconsistent schedule.
ELD is to be taught by a CLD endorsed teacher or one who has completed all Systematic ELD training (stop-gap measure).	ELD is taught by a teacher who is not fully qualified or on track with the stop-gap measure.
Explicit teaching of "bricks" (vocabulary) and "mortar" (language patterns) that can be used in content area classes. The language that is taught is transferable across content areas. Language is in the foreground. Content is the vehicle and not the driver.	Companion to other content areas with content in the foreground, i.e., content takes the primary role instructional focus rather than the development of English language. *and/or* language is taught out of context.

Using language that is high-leverage, portable, and flexible. Students' language is expanded beyond current capacity which is evidence of rigor of language. Teachers plan for the progression of language acquisition using the *ELD Matrix of Grammatical Forms by EL Achieve*.	Teaching grammar in isolation Instruction is derived from Tier 3 vocabulary from other content areas taught in isolation. A time to practice language that students have already mastered.
Targeted instruction that develops the speaking, listening, reading, and writing skills of ELLs. Explicit teaching of the forms of English (ie. vocabulary, syntax, morphology, functions, and conventions).	A reading intervention block that is focused on decoding, fluency, and comprehension. Reading intervention is not an adequate replacement for explicit teaching of the English language (August and Shanahan, 2010).
Providing ample opportunities for structured and purposeful interaction in order to manipulate functional language and topic vocabulary.	Using worksheets to practice and turn in a product.

Secondary Students New to the US

Adams 14 provides specialized language services to newly arrived ELL students (identified as "newcomers") to the United States, who have the need to develop English language skills. These services are designed for ELL students who are new to the United States (within 12 and 18 months) and are in their first or second academic year of learning English. The Newcomer services are an extension of the ELD course and have the goal to help ELL students master the language necessary for interpersonal (social and instructional) interactions in the school and community settings. The goals for Secondary Newcomer students include:

- Students will move along the CDE English language acquisition trajectory and attain English language proficiency as measured by WIDA ACCESS and a body of evidence.
- Students will attain grade-level competency in mastery of content standards equivalent to that of their never-EL peers.
- Students will demonstrate a mastery of social language according to WIDA standards and assessment.
- Students will maintain heritage language.

To reach these goals, the district will provide to students:

- Access to grade-level core academic content in all areas (English Language Arts, Math, Science, and Social Studies).
- A minimum of 90 minutes in an ELD block focused on academic and social features of language.

In addition, schools will work toward providing:

- English Language Arts classes co-taught by a CLDE or Bilingual endorsed teacher.
- Heritage Spanish courses as Electives.
- Sheltered Social Studies, Math or Science courses taught by a teacher with CLDE certificate or endorsement
- Placement in core content classes with teachers who have a CLDE endorsement or certificate.
- Placement in core content classes with teachers with a similar language background.

Multilingual learners have access to the same content curriculum, materials, assessments, and access to the same content interventions as their never-EL peers. Secondary students must have access to earn a regular high school diploma in four years and have the skills necessary to enter college or the work-force. (U.S Department of Justice, Civil Rights Division & U.S. Department of Education, Office for Civil Rights. 2015, p. 13,18-20).

Bilingual Program

The bilingual program that the district is piloting for 2019-2020 supports students in becoming literate in both Spanish and English throughout their education because this K-5 model leads into additional programming in middle and high school and toward the opportunity to graduate with a *Seal of Biliteracy*. The model also includes a daily structured 45-minute English language development block that uses the EL Achieve Systematic ELD curriculum to continue the development towards English language proficiency.

The goals of Adams 14 CLDE Bilingual Program:

- Students will attain English Language proficiency within six years following the trajectory provided by the Colorado Department of Education:

Proficiency Level Trajectory	Timeline	Relation to Redesignation Eligibility Criteria
Level 1 increasing to Level 2+	1 year	6-year timeline to achieve redesignation eligibility criteria
Level 2 increasing to Level 3+	2 years	
Level 3 increasing to Level 4+	3 years	
Level 4 staying at Level 4+	1 year	If scoring at/above redesignation eligibility criteria, maintain performance level
Level 5 staying at Level 5+	1 year	

- Students will demonstrate mastery of subject matter that is equivalent to that of their never-EL peers.
- Students will maintain their Heritage Language (Spanish).

Beginning in Kindergarten the model supports Spanish literacy and academic language by conducting 80% of the instructional day in Spanish. The Adams 14 Language Allocation Guidelines specify the percentage of time spent in each language by content area. The Guidelines also identify the language of instruction per content and opportunities to "bridge language." Bridging is the meta-linguistic analysis of language using the content. "The purpose of the Bridge is two-fold: to help students transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different." (Beeman, K. and Urow, C. 2013) Adams 14 teachers plan for and explicitly provide instruction post units to bridge language. Students are expected to think about how concepts and language transfers between the two languages (Spanish and English). (see appendix M) for more information on the Bridge.

Spanish K-5 Bilingual Pathway

Grade Level	Spanish	Bridge	English
Kindergarten Spanish/English 80%/20% (overall) 90%/10% (literacy)	• Literacy (Reading and Writing) • Math • Social Studies • Science	K-2 End of every unit: Spanish to English • Literacy (Reading and Writing) • Math • Social Studies	• Language Arts / ELD
First Grade Spanish/English 70%/30% (overall) 85%/15% (literacy)	• Literacy (Reading and Writing) • Math • Social Studies • Science	K-2 End of every unit: English to Spanish • Language Arts Note: Metalinguistic analysis 1. Linguistic space where languages are compared and contrasted	• Language Arts / ELD
Second Grade Spanish/English 65%/35% (overall) 80%/20% (literacy)	• Literacy (Reading and Writing) • Math		• Social Studies • Science • ELD
Third Grade Spanish/English 50%/50% (overall) 65%/35% (literacy)	• Literacy (Reading and Writing) • Science	Grades 3-5 Spanish to English end of every unit: • Language Arts • Science	• Literacy (Reading and Writing) • Math • Social Studies • ELD
Fourth Grade Spanish/English 40%/60% (overall) 35%/65% (literacy)	• Literacy (Reading and Writing) • Science	Grades 3-5 English to Spanish end of every unit: • Language Arts • Social Studies • Math Note: Metalinguistic analysis 1. Linguistic space where languages are compared and contrasted	• Literacy (Reading and Writing) • Math • ELD • Social Studies
Fifth Grade Spanish/English 40%/60% (overall) 35%/65% (literacy)	• Literacy (Reading and Writing) • Science		• Literacy (Reading and Writing) • Math • ELD • Social Studies

Instructional units are comprised of English instruction, Spanish instruction, Bridging and an Extension which provides practice time for students in the opposite language of instruction in order to practice literacy standards and skills. "A biliteracy unit framework that reflects a planned and strategic use of two languages follows the school's language and content allocation plans. It specifies which language will be used before the Bridge (Spanish) and which language will be used after the Bridge (English)." *(Beeman, K., Urow, C., 2013).* The units are developed from a scope and sequence of Benchmark Adelante. BUFs (Bilingual Unit Framework) are documents that lay out the units of study with specific components that will support student learning.

These units of study can last anywhere between 3-5 weeks. Unit components include:

- Building Background and Oracy
- Reading Comprehension
- Writing Process
- Word Study (El Dictado, vocabulary, phonemes, spelling, etc.)
- The Bridge
- Extension

The focus of the Bridge is language, specifically, the metalinguistic analysis of language. Research in the field of bilingual education finds that bilinguals who recognize, understand, and can articulate the similarities and differences between their languages reach higher levels of academic achievement and higher levels of language development in both languages. (Cummins et al, 2005; DeJong, 2011; Dressler, Carlo, Snow, August, & White, 2011; Jiménez, García, & Pearson, 1996).

McGraw Hill's Benchmark and Adelante programs will be used as resources to build the bilingual unit scope and sequence of standards to cover as well as the bilingual units. During the 2019-2020 school year, the district is adopting the McGraw Hill *Maravillas* core literacy curriculum.

Estrellita curriculum will be used to build a strong phonological foundation in Spanish to promote further growth and achievement in Spanish literacy.

Esperanza program will be the intervention used in the primary grades for Spanish instructional support.

Other and/or Supplemental Program

The district offers supplemental language programs to enhance the Spanish literacy of students. These supplemental programs are available to all Spanish speaking English Language Learners.

The Colorado Department of Education Guidebook refers to these programs as First Language Literacy Classes:

> *Strong oral and literacy developed in the first language provide a solid basis for the acquisition of literacy and other academic language skills in English. Developing L1 literacy courses instead of placing bilingual students into World Language courses values their prior knowledge, heritage and culture (p. 40).*

These classes provide Spanish speaking bilingual students the opportunity to maintain and develop their heritage language. Although they are not an alternative language program, these programs support proficiency in Spanish.

Elementary:

Biliteracy classes will be offered in schools that have the qualified staff in second and third grades. This supplemental approach offers students an opportunity to develop literacy in Spanish. The biliteracy class spends ninety minutes attending to Spanish literacy using the Literacy Squared approach. During the 2021-2022 school year, the biliteracy approach will be replaced by the K-5 Bilingual program in all grades in participating schools.

Secondary:

Heritage Spanish is an elective course offered at the middle school and high school level. Each school offers Heritage Spanish as an elective to all grade-levels. This literacy-based course offers students an opportunity to develop literacy in their heritage language.

AP Spanish is an elective course offered at the high school level. Upon successful completion of the AP Spanish exam, students are eligible to receive the Seal of Biliteracy.

Students Who Have Opted-out of Services

The following is the process for students to opt-out of services:

1. Parent or guardian requests waiver from the school (Appendix B).
2. The school principal or their designee will fully inform parentsin their native language on the need and value of ELD services for their child. Staff will cite the goals of ELD programming and benefits to academic achievement and success in all areas. (See processes on content area support).
3. If a parent still wishes to waive services, they will visit the District CLDE office. The CLDE endorsed personnel will explain what it means to waive services and that the district will still ensure that the child has meaningful access to content. They will also explain that the child's language progress will still be monitored through the yearly WIDA assessment.

Schools must ensure that content is comprehensible for all students who waived services and provide support in content classrooms. Additionally, schools must monitor the academic and language process of the student via the WIDA ACCESS until student meets district and state ELD language thresholds outlined in the redesignation section.

STAFFING AND RESOURCES

Description of instructional staff

English Language Development Educators

Teachers teaching ELD will have a Culturally and Linguistically Diverse Education (CLDE) endorsement.

If none are available within the district or cannot be hired consistent with Senate Bill 191, teachers who have completed professional development provided by EL Achieve may be considered.

The goal of the Regis program offered through the district is for teachers to get the CLDE endorsement. Teachers have two years to complete an approved program by the State of Colorado and apply for the added endorsement.

Bilingual Educators

Hiring of bilingual teachers will require endorsement in Culturally and Linguistically Diverse Education (CLDE), Linguistically Diverse, Bilingual, or Spanish K-12.

Teachers in a bilingual (Spanish/English) classroom need to pass a Spanish language assessment to ensure they can support literacy and academic language of the children in the program.

Teacher Training

Title III, Part A, Section 3102(4) and 3115(c)(1)(D) of the No Child Left Behind Act of 2001 requires that districts plan for high-quality professional learning to support the academic achievement and English proficiency of language learners.

Overview of Professional Learning offered in Adams 14

All Instructional Staff	ELD Teachers	Bilingual Teachers	Administrators	Other Employees
All instructional Staff receive training at induction that outlines our commitment to multilingual learners and our expectations for all teachers. All Instructional staff are trained in either Systematic ELD (elementary) or Constructing Meaning (secondary). Each year the district identifies district-wide professional learning that supports content and language learning for Multilingual Learners.	All ELD teachers receive ongoing and embedded coaching by CLDE endorsed Coaches. ELD Teacher Leaders from each elementary school participate in a monthly PD. Topics include planning using WIDA Standards, the Grammatical Matrix, and student performance descriptors. They also review the processes for student assessment, placement, monitoring and redesignation.	Bilingual teachers received training during the 2018 and 2019 school year by the Center for Applied Linguistics. This training focused on Spanish Literacy instruction. Bilingual teachers are trained in curriculum and programming yearly. This includes Esperanza, Estrellita, ELA and Math curriculum. Bilingual teachers plan together quarterly with the Bilingual coach and a CLDE endorsed coordinator. Teachers review student data and plan for the next quarter's instruction.	School Administrators are trained on the district's language plan yearly. School Administrators are trained yearly on the evaluation of Bilingual and ELD classrooms. District Administrators are trained on our commitment to equity, our legal responsibilities and our district policies in providing services to Multilanguage learners and their families. Bilingual school principals participate tin their own PLC with the CLDE department to review their progress and plan to support their schools	All Adams 14 employees are trained yearly on our commitment to our Multilingual Learners and our expectation of Equity across the district. School secretaries and registrars are trained in the HLS and identification process on a yearly basis. Train all staff engaged in translation and interpretation in the guidelines and ethics of translation and interpretation yearly. All staff administering assessments will be trained yearly

All Instructional Staff

It is the expectation that all Adams 14 teachers support the language development of our students. Academic language is the language of the classroom that is based upon cognitive functions and the forms of language.

All Adams 14 teachers receive training and are expected to use Content Language Objectives as part of instructional planning and delivery.

Content Language Objectives contain the following:

- Specific, chunked content goals that include success criteria.
- The specific language that students will need to encounter the cognitive task, bricks, and mortar of language.
- Ways for students to assess their own learning and approximation.
- Focus on oral language support for language learners

CLDE Certificate

All Adams 14 Educators will complete training to understand our community of learners, our context, the basic foundations of language learning and our expectations of educators. They will complete the following as part of our CLDE Certificate Program completed during induction:

- ELD 101
    - 2-hour course required by all new to district teachers designed to provide a basic understanding of language acquisition theory. By the end of the course participants will understand the basic components of a Content Language Objective and plan a lesson using one.
- Mandates and Compliance
    - 2-hour course required by all new to district teachers. This course is designed to provide an understanding of the basic laws governing language development programming in the United States. Teachers will understand our OCR resolution and the steps we take to ensure equal access to education for all students.
- EL Achieve: Systematic ELD or Constructing Meaning
    - Systematic ELD is the framework used for ELD in Elementary Schools.
    - Constructing Meaning is a set of strategies for secondary teachers to backwards plan with student language in mind.

Once teachers have completed ELD 101, Mandates and Compliance, and the EL Achieve PD, Adams 14 will support teachers in attending these courses through Regis University. The district will pay up to $250 dollars to Regis University for these courses. There is no cost to the teachers if they also use the TEACH Grant. The courses will be

free-of cost for teachers. All Adams 14 teachers qualify for the TEACH grant. According to the guidelines of the TEACH grant, teachers, "pay back" the loan for the courses through service to districts with high levels of need. Adams 14 is a district where they can "pay back" their loan through service. Regis University is accredited by the state of Colorado to provide CLDE licensure. In addition, Regis' focus on social justice aligns with goals and vision of the district. The courses are taught in district. The four courses offered by Regis University are:

- Foundations of Education for CLDE
- Linguistics I
- Assessment
- Strategies for linguistically diverse learners

CLDE Coaching Model

CLDE coaches are teachers who are CLDE licensed teachers in the state of Colorado with a background in teaching ELD in specific blocks and within content. Adams 14 believes that instructional coaches are an integral part of improving instruction for all learners and closing the achievement gap. Feedback on instruction and planning is one of the most important aspects of professional learning that the district offers. Adams 14 coaches ensure that all instruction is culturally responsive. At the heart of their work, instructional coaches support schools and teachers so that teaching is meaningful, engaging and promotes student success. CLDE coaches are school partners and teacher partners in (1) evaluating data, (2) providing feedback, (3) setting goals with the aim of continuous improvement, (4) supporting schools in implementing programming, (5) ensuring that instruction is Culturally and Linguistically responsive. CLDE coaches have three priorities:

1. Ensure that program models are implemented with fidelity by providing feedback and coaching to teachers and school leadership.
2. Support the planning and implementation of the ELD block through modeling and demonstration to ensure that Systematic ELD curriculum is implemented after teachers attend PD.
3. Provide feedback and support in planning around Academic Language across content areas to support the district focus on Academic Language after teachers attend district-wide and/or school-based PD.

CLDE coaches will, in collaboration with school leadership, identify the needs of the school and prioritize the support that they provide within the school. Coaches will follow up with teachers through observation, coaching and planning to ensure that the topics covered during PD are implemented in classrooms. Support will include:

- Adams 14 CLDE coaches ensure that teachers are implementing our curriculum and following our instructional model(s) by

- Modeling Instruction.
- Providing feedback based on observation of instruction.
- Co-Planning.

- Adams 14 CLDE coaches ensure that classroom instruction is based on student needs, specifically the language demands of the classroom and the language levels of the student:
  - Evaluating student data with teachers and planning for instruction.
  - Evaluating school data with school leaders to plan for next steps.
  - Providing support to Professional Learning Communities (PLCs).

- Adams 14 CLDE coaches ensure that Multi-Language Learners are moving along the language continuum and are able to access a rigorous curriculum by:
  - Ensuring that staff know the language level and program status of children (NEP 1, NEP 2, LEP 3, LEP 4, M1, M2).
  - Providing resources and strategies for teachers during Professional Learning Communities (PLCs) or data teams for varying levels of language.

CLDE coaches receive district training on the Adams 14 coaching model and expectations. They receive meta-coaching, feedback, and support in planning from the CLDE coordinators.

ELD Specialist Training

<u>English Language Development Instructional Framework & Planning</u>
Intended Audience: ELD Teachers
Description: Secondary ELD Teachers will develop an understanding of what ELD instruction looks like in Adams 14. They will develop and utilize a common planning template. They will help to develop classroom look-fors and use both formal and informal data to plan for instruction.

<u>ELD Teacher Leadership</u>
Intended Audience: ELD Teacher Leaders and ELD coaches from each secondary school
Description: Monthly meetings for ELD teacher leaders and ELD coaches to refine best practices in ELD and language acquisition classes. Teacher Leaders will be responsible for facilitating communication between school and the district office.

Administrator Training

Leading for Equity
Intended Audience: All District Level Administrators (Coordinators, Managers, Directors, and Executive Directors)
Description: Overview of laws and district policies that ensure equitable access to programming for Multilingual Learners and their families. District Leaders will understand our commitment to OCR and our commitment to programming that ensures the achievement for multilingual learners.

Bilingual School Leadership
Intended Audience: Elementary building principals, assistant principals, and coaches
Description: Overview of Spanish Literacy expectations, look-fors, and progress monitoring. School leaders will understand the criteria for students in Spanish Literacy classes and how students are monitored. School leaders will receive an overview of the expectations around instruction, what the language allocations are and how time should be allocated. This learning is offered through a Professional Learning Communities format and occurs throughout the year so that principals can review their own data and practices within their buildings.

CLD Overview for school leaders
Intended Audience: All principals and assistant principals
Description: yearly training that describes the programming used in Adams 14 schools. School leaders will understand the systems for identifying and placing students as well as the different program models that are used. They will understand the structure of the CLD department. Principals will also understand the vision and goals for the department.

ACCESS 2.0
Intended Audience: School Assessment Leaders & Instructional Coaches
Description: yearly training provides and overview of administering the ACCESS 2.0 Assessment. Participants will understand how to administer the assessment.

Enrich Student Data
Intended Audience: ELD Teachers; Assistant Principals; Instructional Coaches
Description: How to create student goals in in Enrich and use the program for monitoring and reporting.

Other Employees

Commitment to Equity.
Intended Audience: Support and Tech Personnel and Classified Employees.
Description: Yearly training on our commitment to Multilingual Learners and our families. This training includes our policies and procedures for educating Multilingual Learners, providing interpretation and translation services and what their role is in supporting our students and families.

Home Language Surveys and Placement of Language Learners
Intended Audience: Building secretaries (K-5) or Registrars (6-12); Assistant Principals; Counselors (6-12)
Description: Overview of the HLS process and how to submit the HLS.

Ethics of Translation and Interpretation
Intended Audience: Family Liaisons, Registrars, and Building Secretaries
Description: Employees will receive yearly training on expectations when interpreting for families. They will understand the practices, procedures, and protocols for interpretation. They will understand their ethical responsibilities including confidentiality.

Teacher Recruitment

Adams 14 seeks and aggressively recruits teachers with CLDE endorsements. The district prioritizes candidates who have experience teaching multilingual learners. We address our recruitment and retention in the following ways:

- Fund and operate a robust teacher induction program that includes CLDE training. The District is currently working with Susan Gill from CDE to evaluate our current program and find ways to increase the District's capacity in this area. The second area the District would focus on would be in partnering with higher education units to recruit CLDE licensed teachers. The District would benefit from creating and recruiting more CLDE teachers.

- Outlining the role of mentors in evaluating and providing feedback to new teachers regarding best practices in CLDE. Develop District policies including standards for the selection, training and release of mentors who work with new educators. Develop a process for determining when inductees have successfully completed the program and are ready to become CLDE mentors themselves. Provide training on teaching to the Colorado Academic Standards. Provide information related to the Quality Educator Standards. Differentiate for educators based on where they are in their careers. Ensure high quality mentors are working with new teachers in each building.

- Adams 14 CLDE licensure program would seek to combine leadership, systems and design thinking, policy and research in order to give in-service teachers the strongest possible background as CLDE instructors. Teachers will learn to meet students' needs through multiple strategies and to utilize all the resources at their disposal to improve outcomes for students. This experience will include a school-

based internship with coaches. Teachers learn to identify problems, develop solutions and maintain long-term change while expanding their professional network. The program would be targeted for four quarters, typically beginning and ending in June. After finishing, teachers will be licensed to act as a school principal in the state of Colorado. This program will both enhance teacher skill sets and serve to develop a leadership pipeline within the District.

- We are currently building relationships with University partners to access graduates and student teachers. In building these relationships we are prioritizing recruits that can serve in high needs areas and who have a CLDE background and/or license.

Evaluation of Teachers

Building principals who evaluate in ELD classrooms or Bilingual classrooms must be trained in the district's expectations for the two programs. There is a yearly training focused on the look-fors and expectations of the classrooms. If a principal is not bilingual, they will be accompanied by Bilingual CLDE endorsed district personnel when conducting classroom evaluations (U.S. Department of Justice, Civil Rights Division & U.S. Department of Education, Office for Civil Rights, 2015, p. 16).

TRANSITION FROM ELL SERVICES

All students who have an ACCESS Overall score of 4.0 or above *and* an overall Literacy Composite score of 4.0 or above are flagged in Infinite Campus (IC). This flag quickly identifies which students need to be examined in terms of grade-level academic proficiency. Once identified, CLDE coaches and teacher leaders with begin a process of evaluating student work via a Body of Evidence. At Adams 14, we believe student writing is one of the most data-rich components of a student's BOE and, therefore, focus our monitoring and redesignation process on evaluating non-workshopped writing samples for distinct areas of language development. This process will determine whether or not the student needs to be redesignated as FEP and placed in Monitor Year 1. Students ready to be redesignated are clearly identified in Infinite Campus.

Required documentation for redesignation from LEP to FEP Monitor Year 1 (M1)

- ACCESS with an Overall score of 4.0 or above *and* an overall Literacy Composite score of 4.0 or above
- A body of evidence that must include two pieces of local data that demonstrates success in reading and writing through English language arts (ELA), science, social studies, and/or math as comparable to non-EL/native English speaking never-EL peers.
- Consultation with parents and student (via conference, phone call, and/or written acknowledgement)

When evaluating a student's possible exit, schools will include the following personnel:

- General education (required)
- Administration - Principal and/or Assistant Principal (required)
- ELD Teacher Lead (required)
- Counselor (secondary; if applicable)
- Special education provider must be included if student has an IEP
- If a child is part of Bilingual Program, a Spanish-speaking teacher must also be a part of the process.

Steps for the Redesignation Process

The SAL, ELD Coach and ELD teacher leaders work with ELD and classroom teachers to collect a body of evidence for all multilingual learners starting in October of each school year:

- BOE must include two pieces of local data that demonstrate success in reading and writing through English language arts (ELA), science, social studies, and/or math as comparable to non-ELL/native English speaking never-EL peers
- BOE should include a minimum of one writing sample that reflects student work (un-workshopped: quick writes, journals, exit tickets, etc.)
- Collection of student work should be an ongoing process starting in October

- Student work should be uploaded into Enrich so that all stakeholders have a centralized access point

1. The CLDE department will facilitate the evaluation of student writing by norming our scoring of student work using WIDA Writing and Speaking Rubrics and the Collaborative Scoring Protocol (Appendix F)
    - Norming of student writing should begin in January as a part of the ELD PLC process and should continue as needed until ELD teachers at each school score within .5 points of each other consistently.
    - Once scoring is normed, each ELD team will be responsible for collecting writing samples and having at least one sample scored per multilingual learner by April 30.
    - If possible, ELD teachers should score writing of students they do not teach.
2. Once ACCESS scores are available, the CLDE department will provide lists of all students who are flagged as possible redesignation candidates. Evaluation team will review list of redesignation candidates and the body of evidence that was gathered to make final determination using the following guidelines:
    - Specific features of language development are identified from student work using WIDA Interpretive Writing Rubrics (Appendix G) and Performance Definitions (Appendix H).
    - Grade level academic content proficiency is addressed by looking at district reading data and benchmark assessments.
    - General education teacher, counselors and special education teacher help to contextualize student work and provide insight on the student readiness (work habits, home support, learning assets).
3. Once evidence of bridging and/or expanding is identified in student work and grade level academic content proficiency is determined, redesignation candidate can be redesignated to Fluent English Proficient (FEP) Monitor Year 1 (M1). Students whose BOE does not demonstrate academic and linguistic proficiency will remain in ELD services.
4. All redesignation candidates must have a redesignation form entered in Enrich along with writing samples and literacy data, whether they will be redesignated or not, to ensure access to student progress.
5. The CLDE Department will schedule a second round of meetings with individual school sites to approve redesignations in cases where findings in body of evidence are unclear. If this occurs after the school year has ended, the CLDE department will meet with members of the administration.
6. Dated copies of redesignation form need to be sent to the Educational Programs Support Specialist at ESS and status in Enrich and IC updated accordingly. All students who redesignate must have parental contact, whether in person or by phone.

7. Upon completion of designation paperwork, parents are notified of student redesignation and rationale in a letter (Appendix I). Notification is mailed via USPS.

Body of Evidence

Although the CDE provides broad guidelines regarding what can be counted with a student's BOE (below), where possible, Adams 14 asks that teachers start with unworkshopped (authentic) student writing as the primary lens with which to determine language proficiency along with normed literacy data and/or benchmark assessments to determine grade level academic content proficiency.

Language Proficiency	Grade Level Academic Content Proficiency
• District Review Committee Evaluation • ≥ 4.0 proficiency in each language domain of ACCESS 2.0 • Language Samples (reading, writing, listening, and speaking) • Observation Protocols (ex. SOLOM, Mondo Oral Language Assessment, etc.) • District Language Proficiency Assessments (ex. IPT, Woodcock Muñoz, LAS, WIDA MODEL, etc.) • Interim Benchmark Assessments • Student Journals • English Language Development Checklists • Student Performance Portfolios • WIDA Speaking and Writing Rubrics	• District Review Committee Evaluation • Evaluation of Common Grade Level Assessments (formal or informal) • Demonstration of Meeting Grade Level Expectations (GLEs) and Prepared Graduate Competencies (PGCs) • Observation Protocols • District Content-specific Proficiency Assessments • Interim Benchmark Assessments • Student Journals • Achievement/Proficiency Checklists • District Assessments • Student Performance Portfolios • READ Act Assessments • CMAS: English Language Arts (ELA), Social Studies, Science, Mathematics * *ELA includes two reporting categories, Reading and Writing, which may be considered two individual pieces of evidence.*

Figure 4. Body of Evidence suggestions from the Colorado Department of Education.

Redesignation for students with Individual Education Plans

The decision to redesignate a student who receives special education and English language development services is made by members of the Individual Education Plan (IEP) team using a similar process as detailed above. Members of the school-based IEP team includes the Special Education case manager, a general education teacher, staff with a CLDE endorsement, any special service provider the student sees (ex: speech language pathologist), school administrator. After evaluating a student's BOE, if it is determined that the student's support needs are not related to language proficiency and that the disability is interfering with his/her ability to meet redesignation criteria, the team will redesignate the student to FEP M1 and develop appropriate programming supports based on needs. This body of evidence may also include the student's IEP and/or Multi-tiered Systems of Support (MTSS) documentation. See Appendix J for redesignation guidelines for students with IEPs.

Monitoring Personnel, Procedures, and Timeframes

Title III requires that school districts monitor student progress on content and achievement standards for two years.

Furthermore, a student is individually monitored in order to:

- Determine if any barriers to academic success are related to English Language proficiency
- Ensure that students have not been prematurely exited before they are proficient in English, especially in the specific language domains of reading and writing
- Ascertain that the student is meaningfully participating in a standard instructional program comparable to their never-EL peers

When evaluating a student's possible exit, schools will include the following personnel:

- General education and/or ELD teacher (required)
- Administration - Principal and/or Assistant Principal
- ELD Teacher Lead (required)
- Special education provider (if student has an IEP)

The following are the steps for the monitoring process:

1. SAL, ELD Coach and ELD teacher leaders work with ELD and classroom teachers to collect a body of evidence for all multilingual learners starting in October of each school year
    - BOE must include two pieces of local data that demonstrate success in reading and writing through English language arts (ELA), science, social studies, and/or math as comparable to non-ELL/native English speaking peers
    - BOE should include a minimum of one writing sample that reflects student work (un-workshopped: quick writes, journals, exit tickets, etc.)
    - Collection of student work should be an ongoing process starting in October
    - Student work should be uploaded into Enrich so that all stakeholders have a centralized access point
2. Evaluation team will review list of monitor candidates and the body of evidence that was gathered to make final determination using the following guidelines:
    - Specific features of language development are identified from student work using WIDA Interpretive Writing Rubrics (Appendix G) and Performance Definitions (Appendix H)
    - Grade level academic content proficiency is addressed by looking at district reading data and benchmark assessments and/or report card
    - General education teacher, counselors and special education teacher help to contextualize student work and provide insight on the student readiness (work habits, home support, learning assets).
3. Students in Monitor Year 1 will move to Monitor Year 2 and their status is updated accordingly in Enrich and IC; however, specific goals need to be

developed from the evaluation of student BOE and documented in Enrich in order to support student success. Monitor 1 students who are not academically progressing as expected should be referred to the MTSS process for access to more support through targeted interventions. If monitoring data suggests persistent or developing language need, students may be eligible to be put back into ELD services. If the student is re-entered into the ELD program, SAL, ELD Coach or ELD teacher leader must document the reasons why and provide notification to and receive consent from the guardian(s) of the student.

- Dated copies of Redesignation Form (Appendix K) need to be sent to the Educational Programs Support Specialist at ESS. If student is reentering ELD services, a face-to-face consultation with parents must occur and copies of placement form must have a parent signature.
- The CLDE Department will schedule individual meetings with each school site to review monitoring documentation where language proficiency in BOE is unclear.

Exiting

For students in Monitor Year 2, SAL, ELD Coach and ELD representatives will complete the same process for the monitoring of redesignated students in the analysis of student BOE for academic and language proficiency. Monitor 2 students will move to exit status in Enrich and IC unless the student is not academically progressing as expected and/or BOE demonstrates a persistent or developing language need. As all teachers at Adams 14 receive training on ELD best practices that are also a part of teacher evaluation, students who are exited still receive targeted, language-focused instruction and support throughout their tenure with Adams 14. Upon completion of exiting paperwork, parents are notified of student redesignation and rationale in a letter (Appendix I). Notification is mailed via USPS.

Monitor 2 students who are not progressing academically as expected should be referred to the MTSS process for access to more support through targeted interventions. If monitoring data suggests persistent or developing language need, the student may be eligible to be put back into ELD services, but the impact of such a decision should be weighed very carefully. In order for a student to be placed back into ELD services, documented progression through the MTSS process needs to be entered in Enrich. Further, SAL, ELD Coach or ELD teacher leader must document the reasons why the student is being placed in ELD services and provide notification to and receive consent from the guardian(s) of the student in addition to getting sign off from the CLDE department.

ELL Students and Other District Programs

Multilingual learners across Adams 14 have access to the full range of district programs, including special education, Title I, gifted and talented, and nonacademic and

extracurricular activities. Multilingual Learners with disabilities will receive both the language assistance and disability-related services to which they are entitled. Considering a students' language is an important part of the IEP process. The IEP team takes into account students' background, educational background, and language when making decisions about disabilities. When appropriate, assessments are provided in a student's native language. Parents can request to receive interpreters at IEP meetings. Adams 14 expects the number of students who are receiving special education services, services for the READ Act, and programming for Gifted and Talented are representative of the district enrollments. As part of this commitment, assessments for special education, READ Act, and Gifted and Talented are all available in English and Spanish.

All communication from school and the district is conducted in multiple ways and is expected to be presented in both English and Spanish. Staff at schools have access to translation into other languages beyond English and Spanish as well. They can contact the district communications office for support.

The CLDE department provides families of Multilingual Learners information about activities at schools and provides tools and resources for partners in the education of their child.

Program Monitoring

The district has developed a comprehensive set of programs and supports to meet the goals of the district:

- Students will reach English proficiency within six years.
- Students will demonstrate content mastery at the same level as their never-EL peers.
- Students will maintain native language

Adams 14 expects all schools and district personnel to follow the guidelines of this plan. They are supported in this implementation by CLDE trained coaches and coordinators. Additionally, throughout the school year, CLDE trained department coordinators will visit each school monthly to support the implementation of programming and observe instruction in ELD blocks, Bilingual classrooms, and the integration of Academic Language throughout the day.

They will conduct a variety of training and progress monitoring:

- Review ELD classes to examine the level of fidelity to WIDA standards and the EL Achieve frameworks.
- Examine regular content classes to evaluate the use of CLOs and the use of Constructing Meaning protocols.
- Review biliteracy blocks in elementary to determine the level of implementation of the biliteracy framework.
- Monitor the quality of programming

The purpose of CLDE Program Reviews (Appendix L) is to ensure that the district and schools are implementing the ELL plan effectively. Ultimately, the tool helps school and district leaders align resources and support. The CLDE department is committed to ensuring that the programming and guidelines set forth in the ELL plan creates conditions for English Language Learners to thrive. This progress monitoring will also ensure that The Department will regularly monitor the number of Els who qualify for such additional services, in comparison with the number of their peers who qualify, to ensure that GT, intervention, retention, or Special Education services are being offered to students equally based on need an not language.

Quarterly, the CLDE department will progress monitor the school's programming as a team consisting of: CLDE trained Coordinators, the Manager of CLDE, the School Principal, MGT personnel, a team member from Federal Programs, and the Director of Schools. The team will review ELL student data, ELD block observational data, and academic language observational data to assist in the review of overall programming for ELLs.

The tool used to review programming is the CLDE School Review Tool. The monitoring tool was created by Adams 14 CLDE-endorsed personnel and is adopted from the

Colorado Department of Education CLDE district monitoring tool. The monitoring tool is comprised of six areas:

- Systematic Process and Procedures
- Human Resources
- Research Based Program Models
- Collaborative Leadership
- Family Community Partnerships
- Organizational Culture

The data reviewed will include:

- EL student interim data
- Proportion of identified students receiving GT, AP, Honors, IEP at school
- The number of students who have opted out of services and the students' academic progress

The results of the progress monitoring will be shared in the following ways:

- Adams 14 Board of Education
- Parent Groups
- The Office for Civil Rights
- School Leadership Teams

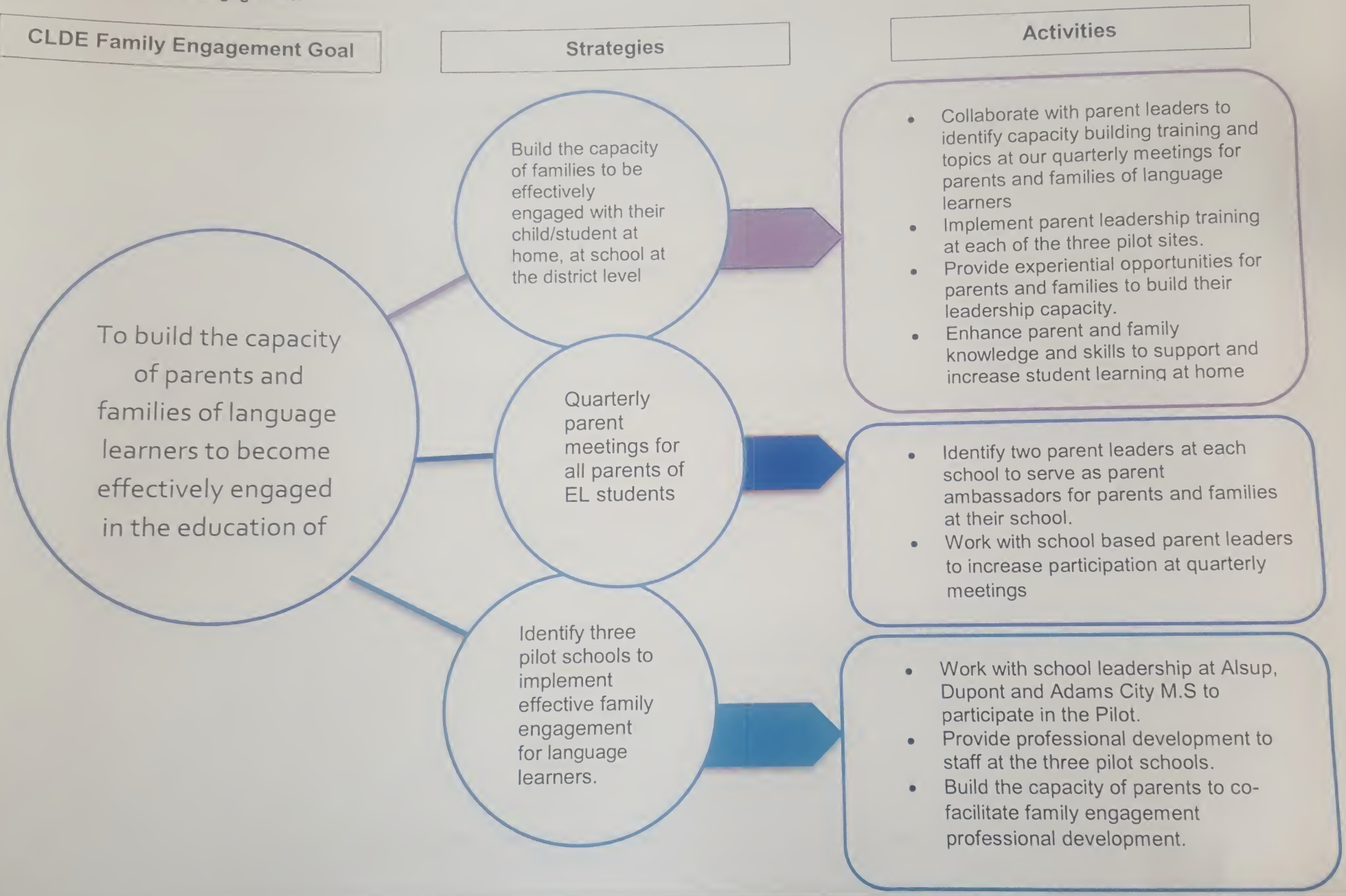
Yearly, the data of CLDE students will be evaluated. The district will review data of Multilingual Learners, never-EL students, and native English speaking students. The district will conduct a longitudinal cohort analysis. The performance of students will be evaluated by program model, school, content areas, years in program, and grade-level.

The district will also review the opportunities and extra programming in which EL students are participating. This data will include the on-trackness of students to graduate, participation in honors or AP classes, and the population of students in gifted and talented programming.

The district will use the data to evaluate the programs, adjust the program, and communicate the progress of the program. Communication of this data analysis will be provided to

- Adams 14 Board of Education
- Multilingual Learner Parent Groups

*Data may also be provided to other government authorities as required by law


CLDE Family Engagement Goal
Strategies
Activities
To build the capacity of parents and families of language learners to become effectively engaged in the education of
Build the capacity of families to be effectively engaged with their child/student at home, at school at the district level
Quarterly parent meetings for all parents of EL students
Identify three pilot schools to implement effective family engagement for language learners.
Collaborate with parent leaders to identify capacity building training and topics at our quarterly meetings for parents and families of language learners
Implement parent leadership training at each of the three pilot sites.
Provide experiential opportunities for parents and families to build their leadership capacity.
Enhance parent and family knowledge and skills to support and increase student learning at home
Identify two parent leaders at each school to serve as parent ambassadors for parents and families at their school.
Work with school based parent leaders to increase participation at quarterly meetings
Work with school leadership at Alsup, Dupont and Adams City M.S to participate in the Pilot.
Provide professional development to staff at the three pilot schools.
Build the capacity of parents to co-facilitate family engagement professional development.

Vision

Adams 14 has involved and informed parents that can navigate the educational system, support their child's education, and contribute toward the overall success of our learning community.

Mission

We will build a solid Multilingual Learner Parent Committee at every school by collaborating with staff, liaisons, PTOs, and administration. Our parents will be empowered to learn, ask questions, and provide feedback to the district regarding language instruction.

Our department will host two sets of MLL Parent/Community meetings. We will hold meetings with elementary and middle school families together and conduct separate meetings for high school families.

Elementary and middle school quarterly meetings will be scheduled for the third week of October, January and April. Topics will be based on parent/community interest and examples include:

- What is ELD
- What is Bilingual Education?
- What is English Fluency vs Academic English?
- Why ELD?
- Benefits of ELD

Secondary quarterly meetings will be scheduled for the third week of October, January and April. Some topics may include:

- Why is my student still in ELD?
- Redesignation/Exit of ELD
- District Graduation Guidelines
- Is my student on track to graduate?
- Life after high school

Topics will also be parent/community-lead and based on feedback from surveys received after all meetings. Topics will be relevant for parents in order to continually engage their support.

Additional Engagement Opportunities throughout the District

Both the district and schools will be hosting various parent meetings and events to keep parents informed and involved at their schools.

Such as

- Back to School Nights
- Parent Academy
- Parent Workshops
- Coffee with Principal
- Senior Parent Nights
- Parent Group Meetings/Trainings
- District Accountability Committees
- Building Accountability Committees

Meaningful Communication with Limited English Proficient Parents

It is the expectation that parents are communicated with in a language that they are fluent in. We hope that we create a partnership so that parents are able to speak to staff members and receive communications in their native language or language of preference.

All communication from the schools to homes is presented in multiple forms and mediums (social media, fliers, phone calls, emails, and text). All communication from schools to homes is conducted in both English and Spanish.

There is a staff member in the front office at every school that speaks Spanish and has been trained in the ethics of interpretation. School personnel will ensure that interpretation is provided for all school meetings, both one-on-one and larger events.

If schools need support in providing interpretation or translation they will contact our translation and interpretation department. This support includes providing interpretation and translation for parents who speak a language other than English or Spanish.

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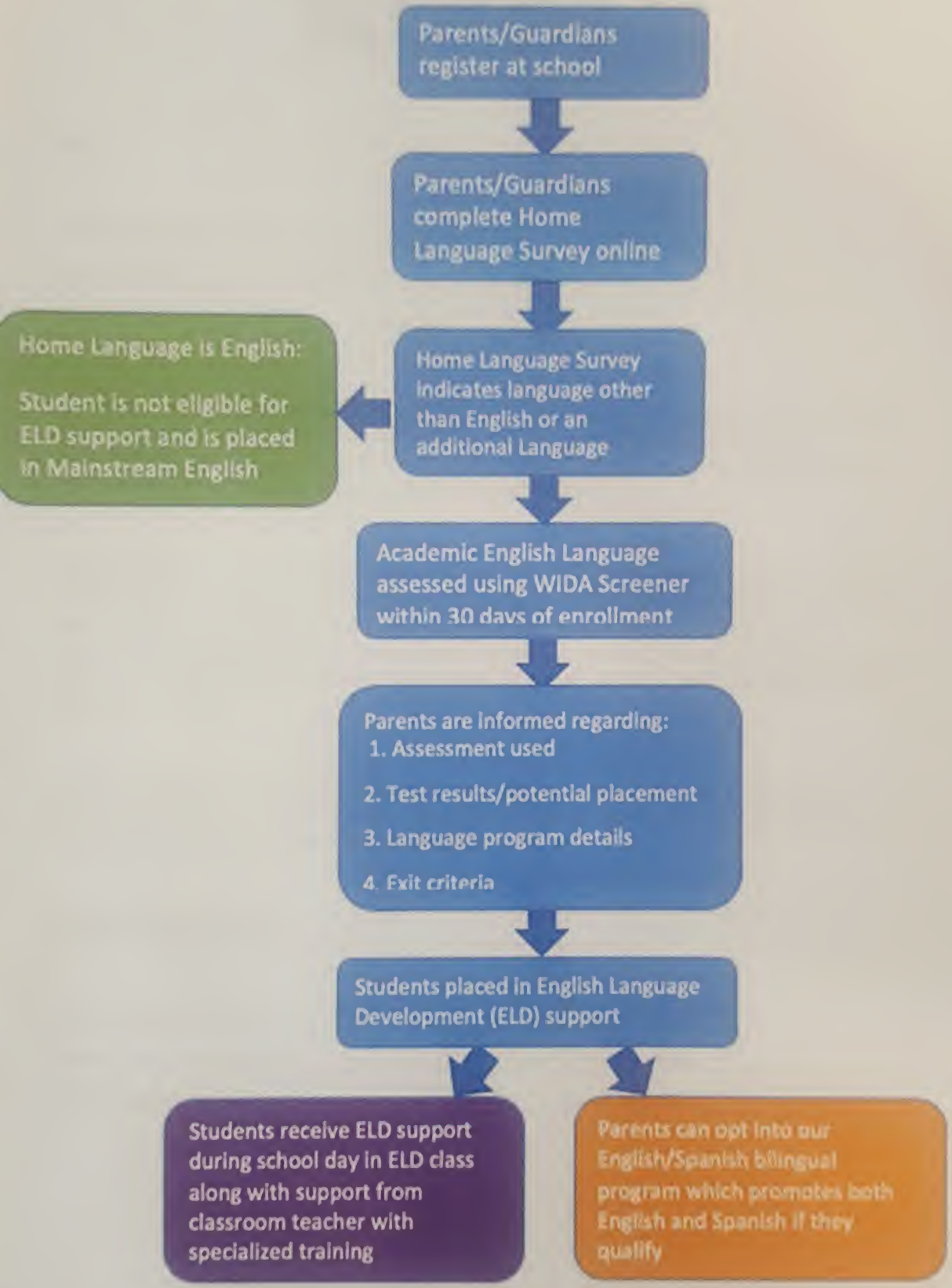
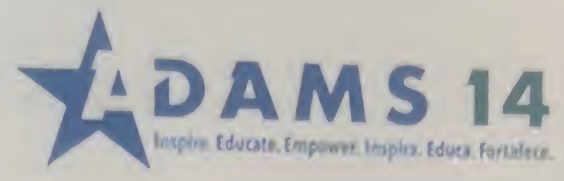
Appendix A

Adams14 Multilingual Learner Identification Process



APPENDIX B
Waiver of Services



Date:

I understand that my child (name) _____

(Date of birth) _____ Student # _____ School _____ Grade_____

Current Placement: _____ and score _____

Has been assessed as being in need of ELD (English Language Development) support provided through the ELD program in the Adams 14 School District in accordance with federal and state laws. I acknowledge that the ELD program and its components (ELD instruction) have been fully explained to me by either the ELD Teacher or the Principal in my child's school.

I acknowledge that my child is eligible for services provided by that program, but nevertheless, I have decided not to take advantage of this program. I will not hold Adams 14 district, schools or its teachers responsible for any failures in school subjects and possible failure of my child to be promoted or graduate or obtain federal/state assistance because of not being in the ELD Program. The purpose of an ELD class is to enable English Learners to gain command of the English language in listening, speaking, reading and writing.

I waive the right for my child to receive ELD instruction. Finally, I acknowledge that Adams 14 is required to continue to assess the progress of child's English language development and that the State assessment will be used to determine that progress.

_____

Parent/Guardian Signature: Date: _____

ELD School Staff Signature: _____ Date: _____

ESS Administrative Signature: _____ Date: _____

ESS Staff Use Signature: _____ Entered IC Date: _____

APPENDIX C Elementary Placement Profile

ADAMS 14
Inspire. Educate. Empower.

Elementary Placement Profile 2019-2020

Student Name: _____ Birthdate: _____

ID #: _____ School: _____ Grade: _____

New to Adams 14: _____ Returned: _____ Verify Language Infinite Campus

(Program Participation- English Learners -ELA Static tab) Language _____ Year _____

Language written on Home Language Survey (HLS) _____

English Language Proficiency Designation		Circle placement		
English Only		EO		
Other Language: (Parent has indicated language other than English or additional English)				
W-APT/ Screener SCORE DATE: _____			Circle Placement	
W-APT/ Screener Overall: _____		NEP 1-21 S1 0-28 S2 K W-APT	LEP 22-30 S1 29-59 S2 K W-APT	FELL - Former ELL Received Language Instruction
		NEP 1-2.4 Screener	LEP 2.5-3.9 Screener	*PHLOTE - Proficient Never Received Language Instruction 4.0 + 4.0 Literacy
		*Kindergarten semester 1 students can only be marked as PHLOTE if they have NOT shown proficiency		

ELD Services & Language Programs		Check Mark Box		
K-5 English Language Development -01				
Early-Exit Bilingual Education Program -03				
6-12 English Language Development Block-01				
ELD Class Waived Mainstream English(Form Attached) -98				
Newcomer Program -05				

Assessor's name: _____

Assessor's signature: _____ Date: _____

Please scan and e-mail to hls@adams14.org Aurora Martinez, Educational Program Support Specialist, ESS Building

1) Placement Profile form
2) HLS
3) WIDA Screener/ W-APT scores

Entered in Infinite Campus _____
Date _____
Letter _____

APPENDIX D
Secondary Placement Profile

ADAMS 14
Inspire. Educate. Empower.

Secondary Placement Profile 2019-2020

Student Name: _____ **Birthdate:** _____

ID #: _____ **School:** _____ **Grade:** _____

New to Adams 14: _____ **Returned:** _____ **Verify Language Infinite Campus**

(Program Participation - English Learners -ELA Static tab) Language _____ Year _____

Language written on Home Language Survey (HLS) _____

English Language Proficiency Designation	**Circle placement**
English Only	EO

Other Language: (Parent has indicated language other than English or additional English)

W-APT/ Screener SCORE DATE: _____

W-APT/ Screener Overall: _____

W-APT/ Screener Literacy: _____

Circle Placement

NEP1 1-1.7	LEP3 2.5-3.2	FELL - Former ELL Received Language Instruction
NEP2 1.8-2.4	LEP4 3.3-3.9	PHLOTE - Proficient Never Received Language Instruction 4.0 + 4.0 Literacy

ELD Services & Language Programs	**Check Mark Box**
K-5 English Language Development -01	
Early-Exit Bilingual Education Program -03	
6-12 English Language Development Block-01	
ELD Class Waived Mainstream English(Form Attached) -98	
Newcomer Program -05	

Assessor's name: _____

Assessor's signature: _____ Date: _____

Please scan and e-mail to **hls@adams14.org**: Aurora Martinez, Educational Program Support Specialist, ESS Building

1) Placement Profile form
2) HLS
3) WIDA Screener/ W-APT scores

Entered in Infinite Campus _____
Date _____
Letter _____

APPENDIX E

Adams 14 Initial Identification and Placement Process for Multilingual Learners

1a. HLS filled out by parents via online registration
1b. Oralia Olivas (oolivas@adams14.org) sends bulk HLS forms to registrar
1c. Registrar sends report to _____ (Teacher Leader, Coach or SAL) who takes next steps:

2. English Only

- Student is placed in appropriate ALD class
- _____ completes **Placement Profile** and sends along with scanned with **HLS** to hls@adams14.org *(can send several students at a time, don't have to do one at a time)*
- CLD Department enters HLS form to Infinite Campus

2. HLS indicates language other than English: _____ fills out first section of Placement Profile using Infinite Campus as reference.

- Summary page for name, birthdate, ID number, school, and grade

3. Student is **new** to the district or is **returning***

- W-APT/Screener must be administered within 10 school days of student's arrival (even if their previous district sent ACCESS scores).
  - Kindergarten-first semester 1st grade: W-APT K _____ or kindergarten team will assess
  - Second semester 1st-5th grade: WIDA Screener _____ will assess
- Complete the rest of the *Placement Profile* using W-APT/Screener scores.

* Returning student will have old student # but no current placement

5. Student scores 4.0 or higher Overall and Literacy

- Student determined to be PLHOTE /FELL based on W-APT and **BOE***
  - PHLOTE (Primary Home Language Other Than English) for grades K-1
  - FELL (Former ELL) for grades 2-12
- Place in **ALD** class

5. Student scores less than a 4.0 Screener (K W-APT see pg. 2)

- Student determined to be NEP/ LEP based on W-APT and **BOE***

6. Process Paperwork

- _____ completes **Placement Profile** and sends along with scanned with **WIDA Score Report/Sheet** (Screener or W-APT) and **HLS** to hls@adams14.org *(can send several students at a time, don't have to do one at a time)*
- Put all three documents in blue folder
- CLD Department enters HLS information to Infinite Campus and sends Parent Notification (if needed)

***Body of Evidence: Determining if Student is an English Learner**

- W-APT/WIDA Screener
- Family Interview
- Student Academic Record
- Local school or district assessment
- Informal assessment
- Student Profile

Collaborative Scoring Protocol

In order to ensure that all members of your collaborative team are scoring student work consistently, your team should practice collaborative scoring. This protocol provides a step-by-step process to guide you through that activity.

Materials: Copies of the rubric, sticky notes, one or more pieces of unscored student work from each teacher's classroom

Step	Procedure	Time Allotment
1	Team reviews the student assignment and the rubric and discusses any scoring procedures that apply to the task.	Five minutes
2	Each team member scores one piece of student work without discussion and puts the rubric score he or she believes is appropriate on a sticky note on the back of the work.	Five minutes, depending on the length of the task
3	The team members pass the pieces of student work to a new team member who also scores the work and puts another sticky note on the back. This process continues until everyone on the team has scored all pieces of student work.	Up to twenty minutes
4	The team turns over a piece of student work to reveal the teachers' scores. The team members discuss the differences in the scores and explain why they each scored it the way they did. This continues until the team has discussed all pieces of student work or until the team feels confident teachers are applying the rubric in the same way.	Varies by the amount of discussion
5	The team makes any needed changes to the rubric to reflect new understanding.	Five minutes
6	The team discusses implications for future instruction and how to respond when students need more time and support.	Ten minutes

Adapted from Solution Tree Press (2014).

WIDA Speaking and Writing Interpretive Rubrics

Features of the Rubrics

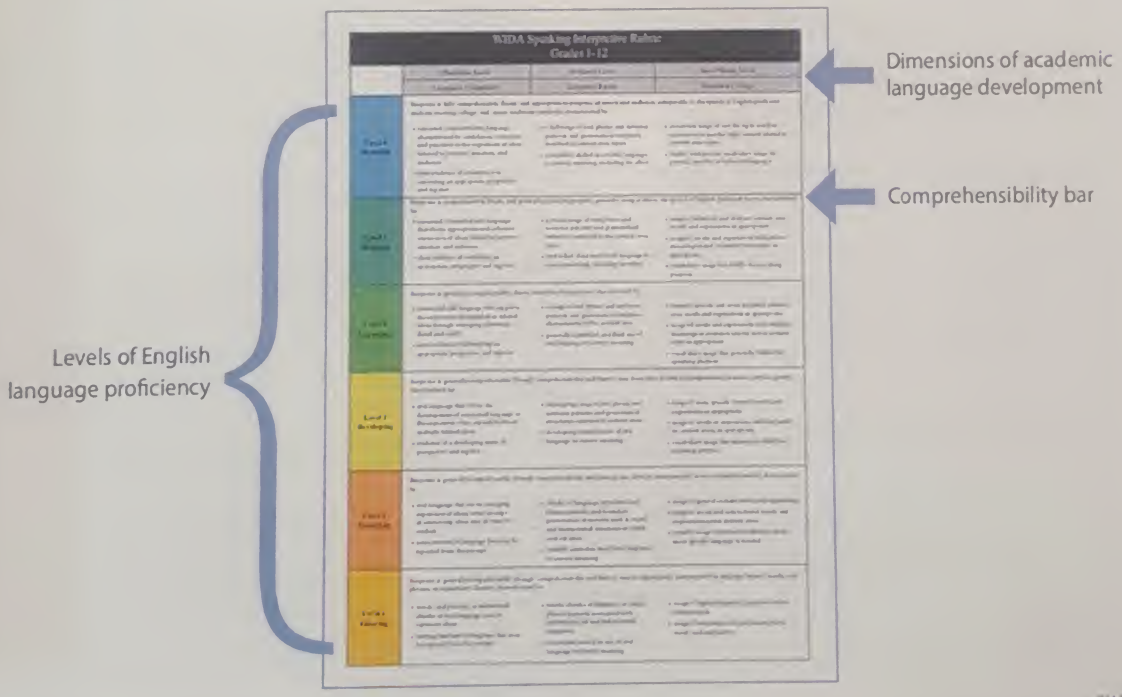
The WIDA Speaking and Writing Interpretive Rubrics are analytic scales that help educators understand what students' speaking and writing sounds and looks like at various levels of English language proficiency.

Describing spoken and written language is a complex task. WIDA uses the terms dimension and proficiency level to describe various aspects of spoken and written language. WIDA has identified three dimensions and six proficiency levels. The dimensions are

- discourse dimension, which describes linguistic complexity (e.g., how connected are the ideas, how detailed are the facts, how appropriate is the register?)
- sentence dimension, which describes language forms (e.g., how varied are the sentence patterns, how fluid is the phrasing, how complex are the structures?)
- word/phrase dimension, which describes vocabulary usage (e.g., how specific are the word choices, how appropriate are the words to the context?)

The six levels of English language proficiency are **1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging,** and **6-Reaching.** They describe the trajectory of language development that students typically follow over time.

In the Interpretive Rubrics, the dimensions of academic language development work together to describe speech or written text at each proficiency level. Look at the rubric shown below. Notice the comprehensibility bar at the top of each language proficiency level description. The two bullets under each dimension name specific criteria or features associated with student responses at each language proficiency level, for that dimension.



WIDA Speaking Interpretive Rubric
Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
Level 6 Reaching	Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:		
	• sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience • clear evidence of consistency in conveying an appropriate perspective and register	• a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics • controlled, skilled use of oral language to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:		
	• sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience • clear evidence of conveying an appropriate perspective and register	• a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic • controlled, fluid use of oral language to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the speaking purpose
Level 4 Expanding	Response is generally comprehensible, fluent, and related to purpose; characterized by:		
	• connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity • some evidence of conveying an appropriate perspective and register	• a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area • generally controlled and fluid use of oral language to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common idioms across content areas as appropriate • vocabulary usage that generally fulfills the speaking purpose
Level 3 Developing	Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech), characterized by:		
	• oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective and register	• developing range of oral phrase and sentence patterns and grammatical structures common to content areas • developing control in use of oral language to convey meaning	• usage of some specific content words and expressions as appropriate • usage of words or expressions used frequently in content areas, as appropriate • vocabulary usage that attempts to fulfill the speaking purpose
Level 2 Emerging	Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:		
	• oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident • some amount of language that may be repeated from the prompt	• chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas • variable control in use of oral language to convey meaning	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:		
	• words, oral phrases, or memorized chunks of oral language used to represent ideas • varying amounts of language that may be repeated from the prompt	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • occasional control in use of oral language to convey meaning	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

4/11/2017

WIDA Writing Interpretive Rubric
Grades 1-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 Reaching	Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:		
	• extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas • clear evidence of consistency in conveying an appropriate perspective, register, and genre	• a full range of sentence patterns and grammatical structures matched to content area topics • consistent use of appropriate conventions to convey meaning, including for effect	• consistent usage of just the right word or expression in just the right context related to content area topics • facility with precise vocabulary usage in general, specific, or technical language
Level 5 Bridging	Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:		
	• extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas • clear evidence of conveying an appropriate perspective, register, and genre	• a broad range of sentence patterns and grammatical structures matched to the content area topic • nearly consistent use of appropriate conventions to convey meaning, including for effect	• usage of technical and abstract content-area words and expressions as appropriate • usage of words and expressions with precise meaning related to content area topics as appropriate • vocabulary usage that fulfills the writing purpose
Level 4 Expanding	Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:		
	• connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion • some evidence of conveying an appropriate perspective, register, and genre	• a range of sentence patterns and grammatical structures characteristic of the content area • generally consistent use of appropriate conventions to convey meaning	• usage of specific and some technical content-area words and expressions as appropriate • usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate • vocabulary usage that generally fulfills the writing purpose
Level 3 Developing	Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:		
	• text that shows developing organization in the expression of an expanded idea or multiple related ideas • evidence of a developing sense of perspective, register, and genre	• a developing range of sentence patterns and grammatical structures common to content areas • developing use of conventions to convey meaning	• usage of some specific content words and expressions as appropriate • usage of common cognates, words, or expressions related to content areas as appropriate • vocabulary usage that attempts to fulfill the writing purpose
Level 2 Emerging	Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:		
	• text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization • some amount of text that may be copied or adapted	• repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas • variable use of conventions	• usage of general content words and expressions • usage of social and instructional words and expressions across content areas • possible usage of general vocabulary where more specific language is needed
Level 1 Entering	Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:		
	• language that represents an idea or ideas • varying amounts of text that may be copied • adapted text that may contain some original language	• words, chunks of language, or simple phrasal patterns associated with common social and instructional situations • possible use of some conventions	• usage of highest frequency general content-related words • usage of everyday social and instructional words and expressions

8/11/2017

WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use…

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching	English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.		
	At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…		
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas	• A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas	• Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas	• Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas	• Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations	• General content-related words • Everyday social and instructional words and expressions

WIDA

Date: _____

To the Parents of _____:

Your child was previously receiving English Language Development (ELD) services but has been re-designated. The purpose of ELD services is for a child to develop and acquire English proficiency. Redesignation, according to the Colorado Department of Education, is a legal term used when a student's English language proficiency label changes from Limited English Proficient (LEP) to Fluent English Proficient (FEP). Re-designation is determined through valid and reliable language and academic assessments and documented through a body of evidence and observation. The state mandated English language proficiency assessment, ACCESS, is used to initiate a student's re-designation from LEP to FEP.

For two years a student's academics are monitored to ensure he/she is maintaining grade-level performance expectations in academic content areas. A body of evidence is gathered for each of the two years to define academic growth and grade level proficiency as well as the student's linguistic growth and English language proficiency.

After two consecutive years of monitoring, a student is eligible to formally exit the program. If the student is not meeting grade level performance expectations, he/she may reenter LEP status and receive services for ELD again.

- ☐ Your child will be in Monitor Year 2 this coming school year and is currently meeting grade-level expectations.
- ☐ Your child will be formally exited this coming school year and does not need English language development services.
- ☐ Your child is in Monitor Year (Year 1 or 2) and is not currently meeting grade-level expectations. Please contact immediately at_____to set an appointment to discuss your child's progress.

Thank you,

_____
Principal

APPENDIX J

REDESIGNATION PROCESS FOR STUDENTS WITH IEP

Re-designation Guidelines for Students with Individual Education Plans

Answer the following questions:

1. Does the EL student have an IEP?
   - No → Do not use this form to redesignate.
   - YES ↓
2. Has the student completed ACCESS or Alternatie ACCESS for at least three continuous years?
   - No → **DO NOT REDESIGNATE.** Student will continue to be identified as an ELL and will continue to receive ELD services.
   - YES ↓
3. Is there evidence to document the student's needs are no longer due to English Language Proficiency? Are the student's needs impacted only by the needs stated in the IEP?
   - No → **DO NOT REDESIGNATE.** Student will continue to be identified as an ELL and will continue to receive ELD services.
   - YES ↓
4. Has this student demonstrated stagnation or regression on ACCESS or Alternate ACCESS scores over the last three years in the area(s) of disability?

   Note: increasing by one level per year is expected growth for ELs. Growth data is also calaculated by CDE annually.
   - No → **DO NOT REDESIGNATE.** Student will continue to be identified as an ELL and will continue to receive ELD services.
   - YES ↓

Data is collected including coursework showing English proficiency, ELP assessment socres for the last 3 years (minimum), parent recommendations, and teacher recommendations.

Note* for specific examples of potential evidence, see CDE's Redesignation Guidance.*

YES ↓

Has the student ever scored proficient (ACCESS=5.0 or higher; Alternate ACCESS = P2) in domains NOT related to the disability?

YES ↓

6. Is the disability impacting overall English language growth?

   Note: If "yes" please include evidence.
   - YES ↓ **DO NOT REDESIGNATE.** Student will continue to be identified as an ELL student and will be served by ELL and Special Education teachers.

5. Student may be redesignated to Monitor Year 1 Status as determined by a collaborative analysis of the body of evidence by the members of the IEP team and the ESL teacher.

Include all documentation in the end of year paperwork turned into the CLD Coordinator.

- Documentation can include:
- ACCESS growth charts
- ACCESS scores
- W-APT scores
- Writing Samples
- Model scores
- Teacher input
- Parent input
- Special Education input
- State / District / School assessments

APPENDIX K
REDESIGNATION FORM ON ENRICH

ADAMS 14

Adams 14
Language Proficiency
Designation/Redesignation
04/05/2019-

5291 E. 60th Avenue
Commerce City, CO 80022
(303) 853-3248

[redacted]

Student Information

School: Kearney Middle **Grade:** 07 **Gender:** Male

Assessment Information

Assessment Name: Other, GPA
Date: 12/21/2018
Results:
GPA: 3.5

Assessment Name: Other, Writing Prompt
Date: 4/4/2019
Results:
Scored a 5 based on the WIDA writing rubric (1-6)

Family Communication

Communication Log

Date	Communication Type	Details
07/01/2019	Sent by US Mail	Sent by mail

Outcome Language Proficiency Level

FELL (Former English Learner)
Date: 06/30/2020

Culturally and Linguistically Diverse Education
Program & School Review

The purpose of CLDE Program Reviews is to ensure that the district and schools are implementing the ELL plan effectively. Ultimately, the tool helps school and district leaders align resources and support. The CLDE department is committed to ensuring that the programming and guidelines set forth in the ELL plan creates conditions for English Language Learners to thrive.

Quarterly, the CLDE department will progress monitor the school's programming as a team consisting of: CLDE trained Coordinators, the Manager of CLDE, the School Principal, MGT personnel, a team member from Federal Programs, and the Director of Schools. The team will review ELL student data, ELD block observational data, and academic language observational data to assist in the review of overall programming for ELLs.

The tool used to review programming is the CLDE School Review Tool. The monitoring tool was created by Adams 14 CLDE-endorsed personnel and is adopted from the Colorado Department of Education CLDE district monitoring tool. The monitoring tool is comprised of six areas:

- Systematic Process and Procedures
- Human Resources
- Research Based Program Models
- Collaborative Leadership
- Family Community Partnerships
- Organizational Culture

The data reviewed will include:

- EL student interim data
- Proportion of identified students receiving GT, AP, Honors, IEP at school
- The number of students who have opted out of services and the students' academic progress

The results of the progress monitoring will be shared in the following ways:

- Adams 14 Board of Education
- Parent Groups
- School Leadership Teams

Process:

The CLDE Schools provides a time and space for leaders to come together to have conversations and make meaningful plans to ensure that English Language Learners are reaching English proficiency and achieving academically. The process should be undertaken with a sense of inquiry with the best interest of students at the core of the time together.

1. Review student achievement and growth data.
    - Identify any trends in each level of ELL (NEP-LEP)
    - Compare ELL achievement and growth with never-ELL students
    - Review the progress of students identified as "Monitor"
    - Review the progress of students who have waived services
2. Review classroom observational data
    - ELD Block
    - Sheltering and Academic Language in Content Areas
3. Review the program as a whole by engaging in conversation around each of the 6 areas:
    - Systematic Process and Procedures
    - Human Resources
    - Research Based Program Model
    - Collaborative Leadership
    - Family and Community Partnerships
    - Organizational culture
4. Identify next steps:
    - What are the areas of growth for the school
    - What support is needed
    - What is the action plan and who is responsible?

Systemic Process and Procedures

Policies and procedures for identifying, classifying, redesignation, and monitoring students are clear and clearly implemented in the building.

School Level Indicators	Evidence	PTS
1.1 Defined Systems and Structures The school practices a set of systems and structures to ensure that all English Language Learners are identified, classified, and redesignated appropriately	Walk us through the process your school uses when a new student enrolls in your school. How are they assessed and what is the timeframe? Walk us through the process your school uses to redesignate English Language Learners.	
1.2 Monitoring The school follows a system that ensures that all students who are on "Monitor Year 1" or "Monitor Year 2" are progress monitored as a team that uses a body of evidence to validate student placement or movement throughout the year.	What steps, systems, or processes does your school use to monitor students who are designated as Monitor Year 1 (M1) and Monitor Year 2 (M2)?	
1.3 Use of Data Student data is frequently examined, 6-9 times a year, to ensure that all students are making progress towards their language goals.	What steps, systems or processes does your school use to monitor students who are making progress towards their language goals?	
1.4 Master Schedule ELD programming is a priority when building the master schedule. The needs of all students are included in program development.	What systems, steps, or processes does your leadership team use to develop your master schedule and schedule your ELLs?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

Human Resources

Staff serving bilingual students are qualified to do so. When hiring staff, principals consider the impact of the teacher on language learners. Schools ensure that student to teacher ratios are adequate. Schools provide professional development for teachers around the needs of language learners in their buildings.

School Level Indicators	Evidence	PTS
2.1 Highly Qualified ELD Teachers All teachers who teach an ELD course or block have an ELD certification from CDE.	# of teachers teaching ELD who have a CLDE endorsement. __/__ # of teachers teaching ELD who are on track towards a CLDE endorsement. __/__	
2.2 Highly Qualified Teachers Teachers who do not directly teach ELD are provided professional development on incorporating systematic language into the content areas or are supported/encouraged to pursue an ELD endorsement	What are your expectations for language to be supported and taught in content courses? What support, PD, Coaching is provided to teachers?	
2.3 Ongoing Feedback All teachers routinely receive feedback on their use of structures to support language in all content areas	What kinds of tools does your leadership use to provide feedback on the use of structures to support language across content areas? How are they monitored?	
2.4 Hiring Practices School leadership honors and recruits teachers and staff who are bilingual and/or have a background in teaching language learners when hiring for all positions.	What steps do you take to consider background and languages of candidates?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

Research Based Program Models

ELD program plan is clearly articulated and well known by all staff. All stakeholders understand how language learners are served within the school.

School Level Indicators	Evidence	PTS
3.1 ELD Programming The school leader ensures that ELD programming is implemented effectively in the building. The school leader seeks feedback on the program model and is actively engaged in leading the program models	What does the leadership team do to monitor our program? - Bilingual - ELD - Academic Language	
3.3 Curricular Materials Teachers have access to the materials they need to support the ELD curriculum	What materials are teachers using? How is the use of the materials monitored? What training and feedback do they get regularly?	
3.4 Tier 1 Instruction There is a common expectation for the materials and methods used in Tier 1 instruction in all classrooms	What are some expectations your school has for Tier 1 instruction for all learners?	
3.5 Tier 1 Instruction for ELLs There are common instructional practices used across the building to support language learners in all content areas	What are the expectations for strategies and methods to support ELLS in all classrooms?	
3.6 MTSS There are common practices for how language learners are treated in the MTSS process and in problem solving teams. Language Learners have access to the interventions that they need.	What is the MTSS process in your school and how is language considered as part of the process? What interventions are in use?	
3.7 Gifted and Talented Language Learners are represented in the GT population in the school. Language Learners have access to Gifted and Talented programming including advanced courses.	Describe your GTE program in your school. How do you ensure that ELLs have access to these experiences?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

Collaborative Leadership

School leadership frequently works with district leadership to ensure that students needs are being met. Within the school, systems are in place to ensure that teams are making decisions about language learners when planning and when making placement choice for students.

School Level Indicators	Evidence	PTS
4.1 Data Teams School data teams base instructional decisions on the data of language learners. This includes the four domains assessed on ACCESS.	How have your PLCs used the data of your ELLs to make decision about instruction?	
4.2 Date Teams & Student Placement When making decisions about student placement, classroom teachers and teams with varying backgrounds (different contents, social-emotional professionals) and training in working with ELs are on the team.	When making decisions about students placement into programming, who are the members of your team who make those decisions?	
4.3 Exceptional Students School teams know the characteristics of students who are on an IEP or are GT when making programming choices, and providing opportunities about language Learners.	How are your ELLs included in special programming like Special Education, Gifted and Talented, and advanced courses (Honors, AP)?	
4.4 Welcoming Environment The school creates a welcoming environment and has a plan to effectively engage parents of ELS.	How do you build relationships with all families from all cultures that your school serves?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

Family and Community Partnerships

Family and community partnering policies are clear to schools and are followed the school level. The school actively engages in community and family outreach and partnerships. Clear expectations are in place to ensure that parents are included in the educational decisions of their language learners.

School Level Indicators	Evidence	PTS
5.1 Family Engagement The school has specific strategies and goals to create meaningful partnerships with families of language learners	What goals does your school have in regards to creating meaningful relationships with parents? What strategies do you have?	
5.2 Purposeful Relationships with families The school includes parents/guardians in support of student learning	How do you include ELL parents?	
5.3 Parent Communication Parents of language learners receive essential documents in their language and are provided with support as needed to understand the programming that their child is receiving.	? How do you purposefully engage parents of ELLs?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

Organizational Culture

Systems and approaches to promote a positive culture, resulting in high expectations for all students and ensuring shared accountability for improved performance.

School Level Indicators	Evidence	PTS
6.1 School leaders' accountability School leaders demonstrate support for district ELL goals and are held accountable for the achievement of EL students.	How have you aligned your school goals with the district language goals?	
6.2 Shared Accountability Educators convey a commitment to, and hold each other accountable for the performance of English Language Learners.	How do you monitor the achievement and progress of English Language Learners?	
6.3 Diversity of the student body The school actively organizes and engages in activities that honor and support the diverse array of cultures and backgrounds represented in the community.	What activities do you have in place that honors the cultures and backgrounds of your community?	
6.4 Inclusive of all parents School committees and parent organizations are representative of the students and the school community.	What is the demographic make-up of your parent organizations? Would you say they are representative of your school community?	

School Strengths	School Areas of Growth	Overall Score Optimizing Operationalizing Developing Emerging

This document was created using the CDE ELD Programmatic Rubric for the District Level, The Cherry Creek English Language Acquisition Plan, and Diagnostic Review rubrics from Onward Consulting.

Action Plan

Identified areas of focus for quarter:

Expected Results by _____

Action Steps
1.
2.
3.
4.
5.

Resources Needed

APPENDIX M
BRIDGING

"The specifics of the bridge, including who does the bridging, when and how often bridging is done, and what is bridged, depend on student needs, program goals, and program language and allocation plans." (Beeman, K., Urow, C., 2012)

"The How"
Students who have learned concepts in a unit of study in one language are ready to bridge those concepts and big ideas into another language. In Adams 14, units of study will be taught in Spanish in grades kindergarten, first, second, so students will experience specific instruction in Spanish that is bridged into English. When these students begin to experience more unit instruction in English in grades 3, 4 and 5, there will be more two-way bridging than one-way bridging. (English-to-Spanish as well as Spanish-to-English). *Refer to Figure 1 for an example of Bridging Units.*

Figure 1

Bridge : 30 minutes of Planning "The Bridge"

It is recommended that this conversation occurs while planning the end of a unit

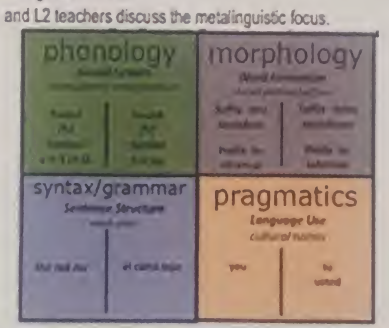
5 minutes	**Unit Review** L1 teacher reviews objectives (SOL's) from the unit that will end soon.
5 minutes	**Vocabulary** • L1 teacher discusses unit's vocabulary, so L2 teacher can prepare for the side-by-side chart. • L1 teacher shows L2 teacher the TPR and chart to be used during the Bridge lesson.
10 minutes	**Metalinguistic Focus** L1 and L2 teachers discuss the metalinguistic focus. 
10 minutes	**Extension Activities** • L1 and L2 teachers plan 2-3 extension activities to reinforce transfer. • L1 And L2 teachers decide if they are teaching them or if L2 will take the lead.
*	**Notes** • L1 and L2 teachers talk about future use or connections to the topic. • L1 and L2 teachers agree on who/how/when materials are prepared.

Figure 1. Bridging Units

In addition, the Bridge is used outside of the units of study. For example, students who are learning science in English may have a teacher that specifically teaches students

about the notion of cognates in languages. The teacher then helps students gain the metalinguistic awareness that these cognates may be helpful in other content areas and studies. The students identify and comprehend the English academic science terms through use of their knowledge of cognates in Spanish. *Refer to Figure 2 for an Example of Bridging Outside of Units.*

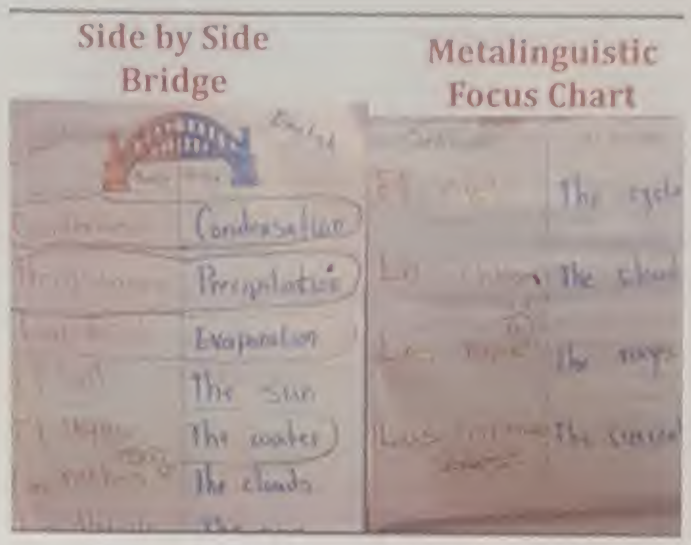


Figure 2. Bridging Outside of Units

"The When"

When to bridge is contingent upon a teacher's planning as well as the levels and needs of his/her group of learners. Factors such as content language allocation, scheduling, teacher planning and student needs are all drivers of when a teacher will choose to bridge learning concepts or language skills. Adams 14 chooses to allocate time outside of a dedicated ELD block so that students and teachers can maximize opportunities for language-focused instruction.

Supports Resources:

- Collaborative teacher planning
- Peer observation
- Anchor charting
- Teacher planning support by instructional coach
- Modeling
- Observation and feedback

EL Achieve

Blueprint for Serving English Learners Throughout the School Day

The Common Core State Standards (CCSS) place an unprecedented emphasis on language. In order to meet academic demands, students need a multi-faceted knowledge of written and spoken English – and the ability to make informed, skillful language choices to express their thinking.

A well-designed instructional program for English learners is based on a shared vision of effective instruction that includes:

- An inclusive, student-centered learning environment that recognizes, values, and builds upon the language and experiences of each student. This includes instruction in the primary language where possible.
- A clear learning goal that is backward mapped from content standards and employs a sequence of **I Do** (explain, model), **We Do** (guide, collaborate), **You Do** (peer and independent practice).
- A range of methods and strategies to scaffold learning and make content comprehensible, e.g., graphic organizers, Think-Alouds, Thinking Maps, SIOP, GLAD.
- Ample opportunities for speaking and writing about learning. Oral rehearsal precedes writing.
- Checks for understanding during lesson and appropriate modifications in pacing and/or delivery.

However, this is not enough. Schools must also prioritize both: 1) a dedicated, targeted ELD block and 2) the integration of English language learning into other content delivery. E.L. Achieve's Systematic ELD and Constructing Meaning Institutes equip teachers to equip students with the language they need to engage with content and communicate their understanding.

This blueprint serves as a guide for infusing explicit language instruction throughout the school day. It should be adapted to a district's context to successfully meet the specific needs of diverse English learners.

Dedicated English Language Development

Goal

Develop solid English language foundation needed to fully engage in academic and real-life situations

Teachers Need

- Knowledge of students' linguistic needs and EL pedagogy
- Tools to assess, plan, and refine instruction
- Time for collaboration

ELD Systematic ELD Instruction

Systematic ELD is dedicated time and targeted instruction that provides:

- An emphasis on oral and written language in grade-appropriate and relevant tasks
- Instruction organized by English proficiency level that follows a continuum of linguistic skills
  - *Beginning/Emerging*
  - *Intermediate/Expanding*
  - *Advanced/Bridging*
- Ample opportunities for structured and purposeful interaction and collaboration

English Language Arts Instruction

Reading Intervention

Goal

Accelerate literacy skills for students performing below grade level

Teachers Need

- Tools and knowledge to diagnose and teach reading, oral language, and writing
- Pedagogical knowledge for accelerating learning
- Knowledge of students' linguistic needs and effective EL instructional planning and delivery

Grade Level

Goal

Achieve grade-level content standards

Teachers Need

- Tools and knowledge to assess and teach skills of reading and writing
- Pedagogical knowledge
- Knowledge of students' linguistic needs and effective EL instructional planning and delivery

Mathematics, Social Studies, Science, Physical Education, Arts

Goal

Achieve grade-level content standards

Teachers Need

- Knowledge of content being taught
- Pedagogical knowledge
- Knowledge of students' linguistic needs and effective EL instructional planning and delivery

CM Language Instruction for Content Learning

Constructing Meaning is a process for teaching content that provides:

- Explicit instruction to support English learners in understanding and using the language necessary for grade-level work
- Accelerated instruction that emphasizes critical literacy skills and academic language
- A process for analyzing the linguistic demands of complex text and oral and written tasks
- Tools to analyze and plan language instruction for content learning
- Ample opportunities for structured and purposeful interaction and collaboration

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Appendix O: PARENT NOTIFICATION LETTER

To the parents of _____ ,

Welcome to the 2019-20 school year. We are extremely pleased that your student is attending _____ (school name) and that you are a member of our school community.

Congratulations! Based on the Home Language Survey that you completed during registration, your child has been identified as an English language learner and placed in a language program in their school. This is because you indicated that English was not your child's first language, or that another language other than English is spoken at home. In addition, your child's results on the state language test show that your child would benefit from English language development services.

According to the state language test (W-APT or WIDA Screener) your child received an English Language proficiency level of _____ . Students are provided language services until they receive a score of 4.0 overall, 4.0 in literacy and demonstrate English language proficiency with a body of evidence.

We have designed specific programming to support English language learning so that students excel in English language, reading, writing, math, science, and social studies. The program that your child is currently enrolled in is _____ (Bilingual or ELD). The goal of all language programming is for your child to progress with language acquisition while achieving academic success. Programming is designed to meet the educational strengths and needs of your student. All programs are comprised of certified/endorsed teachers who are trained to provide English language services. Our goal is for 100% of all English language learners to become fully proficient in English and to graduate from high school with access to multiple career and college opportunities. The programming options available in Adams 14 are explained in the enclosed brochure.

Your student will have the same access to all programming as other students. For example, ELD will not interfere with your student's ability to access Gifted and Talented Programming. If your student has a disability, the ELD or Bilingual program will collaborate with the Special Education department to ensure that your student receives all of the services and support they are entitled.

Your child will continue to receive services until we determine that they will be successful without the additional support. We will use a state language assessment, your student's grades, and other assessments to make this decision each school year.

The CLDE department and _____ (school name) will provide you with the information you need to make informed be involved in your child's education. We look forward to working with you to provide a rigorous and supportive language and academic learning experience for your child.

If you have questions about these results or the specific kind of instruction provided to your child, please contact your student's principal at _____ (school name). If you have questions about how your child was identified as an English learner or the CLDE program services your child is receiving, please contact the CLDE office at 720-322-8113.

Best,

School Principal